

Missouri
Special Education
Improvement Plan
July 2003

Department of Elementary and Secondary Education
Division of Special Education



Missouri Department of Elementary and Secondary Education

— *Making a positive difference through education and service* —

July 3, 2003

Mr. John Edwards and
Ms. Angela McCaskill
Office of Special Education Programs
U. S. Department of Education
400 Maryland Ave, SW
Switzer Building
Washington, DC 20202

Dear Mr. Edwards and Ms. McCaskill:

Enclosed is the Missouri Improvement Plan for Special Education. This document is being forwarded to the Office of Special Education Programs (OSEP) on behalf of the Missouri Department of Elementary and Secondary Education (DESE), the Special Education Advisory Panel (SEAP) and the State Interagency Coordinating Council (SICC).

This Improvement Plan represents the work of special education stakeholders throughout the state. The Improvement Plan includes the priorities identified by the SEAP and SICC and includes the areas of noncompliance identified in the OSEP monitoring report.

This plan will become the basis for activities to improve outcomes for all infants, toddlers, children and youth with disabilities in Missouri

Sincerely,

Melodie Friedebach, Assistant Commissioner
Division of Special Education

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OVERVIEW

MISSOURI IMPROVEMENT PLAN FOR SPECIAL EDUCATION

Overview

Missouri Improvement Plan for Special Education

I. Purpose

The Division of Special Education developed and submitted the Missouri Self-Assessment to the Office of Special Education Programs (OSEP) in October 2002. We received our monitoring report from OSEP in March 2003. Based upon the results of that monitoring, the Missouri Improvement Plan includes four areas:

- Part B Area of Non-Compliance
- Elementary Achievement
- Post-Secondary Outcomes
- Part C Performance Report (Includes areas of non-compliance)

This Improvement Plan is consistent with the Missouri Performance Goals for students with disabilities, the Missouri School Improvement Plan (MSIP) performance indicators for all students and Missouri requirements for No Child Left Behind (NCLB). The Division of Special Education is working with the Division of School Improvement and Federal Programs to develop strategies to align requirements for 4th cycle MSIP beginning July 1, 2006.

The Part B and Part C plans are combined into one document but are in two different formats.

II. Process

Steering Committees

Both the Special Education Advisory Council (SEAP) and the State Interagency Coordinating Council (SICC) agreed to remain as the steering committees for the Improvement Plan.

Part B

The SEAP reviewed the Self-Assessment and identified two priority areas. Upon receipt of the OSEP monitoring report, the area of Non-Compliance for City/County Jails was added. The SEAP identified members to meet with the Improvement Planning subcommittees and recommended positions and individuals to participate on the committees.

The Division worked with Great Lakes Area Regional Resource Center (GLARRC) to design a process to arrive at strategies. GLARRC facilitated two 2-day meetings with two groups of stakeholders during April 2003. One session dealt with elementary achievement. The second group dealt with post-secondary outcomes. The objective for the initial meetings were:

- To generate, clarify, classify and prioritize causal factors that inhibit a coordinated system
- To analyze the root causes that inhibit a coordinated system

The objective for the second 2-day meeting of each committee was:

- To review system of root causes/ barriers and improve outcomes
- To generate clarify, classify and prioritize strategies
- To construct alternative profiles of recommended strategies
- To build consensus on the profile of strategies
- To map the influence relationships of the consensus profile

These meetings provided the Division strategic directives to build the improvement strategies and a wealth of specific activities to consider. Subcommittee's overall participation was a concern due to last minute cancellations by some of the members. This concern was noted by the panel, subcommittees and the Division, however all were satisfied with the scope of the Improvement Plan that was developed.

Part C

The co-chairs of the State Interagency Coordinating Council (SICC) conducted a conference call with Division staff to identify priority areas based on the Part C Self-Assessment. Three priority areas were identified and presented to the SICC at the March 14, 2003 meeting. The SICC agreed on the following three areas: child find to include community awareness; provider recruitment to include natural environments; and Individualized Family Service Plan (IFSP) services to include family satisfaction and exit data. The SICC voted to include the Improvement Plan in the Part C Annual Performance Report required by Office of Special Education Programs (OSEP). They also agreed to use this format for the SICC report.

Following that meeting, the Department of Elementary and Secondary Education (DESE) received the monitoring report from OSEP. DESE incorporated the OSEP findings and the SICC priorities in the Part C Annual Performance Report.

III. Content

The **Part B** plan includes three priority areas. The targets and benchmarks for the Elementary Achievement Area are consistent with the Adequate Yearly Progress (AYP) guidelines included in the Missouri No Child Left Behind (NCLB) plan. The Part B Improvement Plan contains the following components:

| Priority Areas | Components |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Monitoring of City/County Jails - non-compliance area 2. Elementary Achievement 3. Post-Secondary Outcomes | 1. Primary indicators 2. Target 3. Benchmarks 4. Improvement Plan <ul style="list-style-type: none">• Desired Result• Current reality/Data• Improvement Strategies• Strategy benchmarks• Evidence of change• Strategy timelines /resources |

The **Part C** Annual Performance Report format contains both the Part C corrective actions outlined in the OSEP monitoring report for Missouri and the Missouri Improvement Plan for Part C. Missouri implemented the redesigned Part C - First Steps system statewide on March 1, 2003. The Part C Annual Performance report includes the data previously submitted to OSEP in the Missouri Self-Assessment and current data from the Phase II SPOE regions as of June 2003.

The future activities include areas that were identified by OSEP in the Missouri Monitoring report and ongoing review of data for the remaining components and indicators.

The Part C priority areas include:

- Child Find
- Correction of Non-Compliance Areas
- Timelines for Evaluation
- Part C Monitoring System
- Interagency Agreements
- Personnel
- Service Coordination
- Evaluation/Assessment
- Family Centered Services
- Early Childhood Transition

IV. Management

The Division of Special Education (DESE) will monitor the implementation of the Missouri Improvement Plan for Special Education through the use of new Project Management software. The contents of the Part B and Part C plan, including detailed activity plans, will be available to staff within the division for ongoing monitoring of activity timelines and planning activities.

Reports will be provided to both the Special Education Advisory Panel (SEAP) and the State Interagency Coordinating Council (SICC) at their regular meetings. The Division of Special Education will continue to receive feedback and input from both of the Advisory groups regarding the activities and progress of the Improvement Plan.

The Division will also update our website to include an Improvement Planning page with related activities, links and reports of progress. The initial page will be put in place by September 2003 and will continue to evolve during the 2003-04 school year.

V. Resources

Part B contractual resources will be redirected beginning in 2004-05 to support the new strategies in this plan.

Part C contractual resources will be redirected beginning in 2004-05 to support new Part C strategies. The statewide implementation of the redesigned First Steps system occurred on March 1, 2003. The Division of Special Education brought members of the original Redesign Task Force together with current stakeholders on June 23, 2003. The purpose of the meeting was to review the successes, challenges and original recommendations to provide guidance for effective and efficient operation of the new First Steps system. Based on feedback, the committee provided numerous recommendations to increase the efficiency and effectiveness of the system in the areas of administration, training, CFO/SPOE operations, and provider/service coordination.

ITEMS ADDRESSED IN OSEP'S PERFORMANCE REVIEW

ITEMS ADDRESSED IN OSEP'S PERFORMANCE REVIEW OF THE MISSOURI SELF-ASSESSMENT¹

| IDEA Requirements | | |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Item of Non-Compliance | Description | Subsection/Page Number |
| Part B Monitoring | DESE has not monitored districts for the provision of FAPE in city/county jails | <i>Monitoring Of City/County Jails/Page 1-3</i> |
| Part B State-Wide Assessment | DESE does not ensure children with disabilities participate in the alternate assessment if the IEP team determines it is not appropriate for them to participate in the regular assessment | <i>Missouri Assessment Program-Alternate Assessment/Page 1</i> |
| Part C Child Find | DESE does not identify or evaluate all Part C eligible infants and toddlers | <i>Part C Annual Performance Report/Cluster Area: Comprehensive Public Awareness and Child Find System</i> |
| Part C Correction of Non-Compliance | DESE has not corrected all Part C non-compliance identified from 1996 to 1999 | <i>Part C Annual Performance Report/Cluster Area: Supervision</i> |
| Part C Timeline For Evaluation, Assessment, And Holding An Individualized Family Service Plan (IFSP) Meeting | Self-Assessment states that programs consistently fail to meet the 45 day required timeline for evaluation and assessment and the Convening of an initial IFSP meeting | <i>Part C Annual Performance Report/Cluster Area: Supervision</i> |

¹ For more descriptive information, see United States Department of Education, Office of Special Education and Rehabilitative Services response letter regarding the October 2002 Missouri Self-Assessment to D. Kent King-Commissioner, Missouri Department of Elementary and Secondary Education from Stephanie Lee-Director, United States Office of Special Education Programs, received March 20, 2003

OTHER ITEMS NOTED IN OSEP’S PERFORMANCE REVIEW OF THE MISSOURI SELF-ASSESSMENT

| Data for Data-Based Performance and Compliance Determinations | | |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Item | Description | Subsection/Page Number or Cluster Area |
| Pat B – Interagency Collaboration | DESE has not regularly reviewed the four interagency agreements addressing child find, evaluation, and provision of services for consistency and effectiveness | <i>Overview Missouri State Improvement Plan/Page 3</i> |
| Part B – Impact of any Personnel Shortages on the Provision of FAPE | OSEP unable to determine the extent of shortages of qualified personnel (special education and related services) and the impact, if such shortages exist, on the provision of timely and appropriate special education and related services | <i>Priority One-Improvement Plan/Page 10 & 11</i> |
| Part C – Monitoring | OSEP unable to determine: the extent to which DESE has monitored Part C requirements (agencies, institutions, and organizations charged with implementing Part C) including the extent of monitoring of SPOE’s, the effectiveness of DESE’s monitoring procedures in identifying non-compliance, and the effectiveness of DESE’s procedures in ensuring timely and effective correction of non-compliance | <i>Part C Annual Performance Report/Cluster Area: Supervision</i> |
| Part C – Interagency Coordination | OSEP unable to determine appropriateness and timeliness of services ensured through interagency coordination and assignment of fiscal responsibility | <i>Part C Annual Performance Report/Cluster Area: Supervision</i> |
| Part C- Impact of any Personnel Shortages on Provision of Early Intervention | OSEP unable to determine the extent of shortages of qualified personnel (public and private service providers, service coordinators and paraprofessionals) to provide early intervention services and the impact, if such shortages exist, on the provision of timely and appropriate services to infants, toddlers and families as specified in their IFSP | <i>Part C Annual Performance Report/Cluster Area: Supervision</i> |
| Part C – Service Coordination | OSEP unable to determine if service coordinators are meeting all their service coordinator roles and responsibilities | <i>Part C Annual Performance Report/Cluster Area: Supervision</i> |

OTHER ITEMS NOTED IN OSEP’S PERFORMANCE REVIEW OF THE MISSOURI SELF-ASSESSMENT

(Continued from previous page)

| Data for Data-Based Performance and Compliance Determinations | | |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Item | Description | Subsection/Page Number |
| Part C – Evaluation and Assessments | No data included regarding whether evaluations and assessments cover all five development areas and include family assessments, evaluations and assessments are performed by appropriate qualified personnel, and there are sufficient numbers of qualified professionals to perform evaluations and assessments in a timely fashion | <i>Part C Annual Performance Report/Cluster Area: Supervision</i> |
| Part C – Family Centered Services | OSEP unable to determine whether IFSPs include, with the family concurrence, statements of: family resources, priorities and concerns, related to enhancing the child's development; major outcomes expected to be achieved for the child and the family; and early intervention services to meet the unique needs of the family | <i>Part C Annual Performance Report/Cluster Area: Family Centered Services</i> |
| Part C – Early Childhood Transition | OSEP unable to determine whether IFSP's include transition plans and transition conferences are convened at least 90 days prior to Part B eligibility (child's third birthday) | <i>Part C Annual Performance Report/Cluster Area: Early Childhood Transition</i> |

Non-Compliance Areas – Part B

City/County Jails

Monitoring of City/County Jails

Desired Result: The Department of Elementary and Secondary Education has a proper method of monitoring and ensuring compliance in all programs providing special education and related services to youth with disabilities in city and county jails.

Current Reality/Baseline Data: The October 2002 Missouri Self-Assessment determined that the Department of Elementary and Secondary Education has not monitored local districts for the provision of special education and related services to eligible youth held in city and county jails.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| A) Convene a meeting of stakeholders (District special education directors, law enforcement, Department of Social Services, Vocational and Adult Education, Department of Corrections, Missouri Juvenile Justice Association) to discuss development and implementation of procedures to make a timely identification of students with disabilities held in city and county jails and provide required special education or related services. | <ul style="list-style-type: none"> Meeting convened Plan developed Plan implemented | <ul style="list-style-type: none"> FY04 plan Implemented FY04 monitoring results indicate that youth with disabilities incarcerated in city and county jails are being located and provided with services in a timely manner. | December 2003 | Section Responsibility: Compliance Staff Monitoring system reports. Funding Type: Part B |
| B) Written Technical Assistance distributed to stakeholders to inform them of the state and federal requirements of the Individuals with Disabilities Education Act (IDEA) to locate and provide services to youth with disabilities held in city/county jails. | <ul style="list-style-type: none"> SELS message to districts Content of technical assistance developed Dissemination method identified | <ul style="list-style-type: none"> FY04 technical information distributed FY04 monitoring results indicate that youth with disabilities incarcerated in city/county jails are located and provided services in a timely manner. | August 2003 - July 2004 July 2004 | Section Responsibility: Compliance Staff Funding Type: Part B |

Desired Result: The Department of Elementary and Secondary Education has a proper method of monitoring and ensuring compliance in all programs providing special education and related services to youth with disabilities in city and county jails.

Current Reality/Baseline Data: The October 2002 Missouri Self-Assessment determined that the Department of Elementary and Secondary Education has not monitored local districts for the provision of special education and related services to eligible youth held in city and county jails.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------|
| C) FY04 Monitoring procedures revised to incorporate interview of district staff and student file review specific to locating and providing services to youth with disabilities held in city/county jails. | <ul style="list-style-type: none"> Monitoring procedures revised and implemented Interview questions developed File review procedures updated Revised procedures implemented with 2003-2004 MSIP districts (includes Kansas City and St. Louis) | <ul style="list-style-type: none"> Revised procedures implemented | September 2003 | Section Responsibility: Compliance Staff Funding Type: Part B |
| D) FY04 monitoring results analyzed to determine level of understanding and compliance with IDEA requirements for locating and providing services to youth with disabilities held in city/county jails. | <ul style="list-style-type: none"> Revised procedures implemented Data entered into system Reports generated | <ul style="list-style-type: none"> Data obtained on extent of understanding and compliance with IDEA requirements for locating and providing services to youth with disabilities incarcerated in city/county jails. | July 2005 | Section Responsibility: Compliance Staff Monitoring system reports Funding Type: Part B |

Desired Result: The Department of Elementary and Secondary Education has a proper method of monitoring and ensuring compliance in all programs providing special education and related services to youth with disabilities in city and county jails.

Current Reality/Baseline Data: The October 2002 Missouri Self-Assessment determined that the Department of Elementary and Secondary education has not monitored local districts for the provision of special education and related services to eligible youth held in city and county jails.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| E) District special education monitoring self-assessment (SEMSA) revised to include reporting of district procedures to locate and provide services to youth with disabilities held in city/county jails. | <ul style="list-style-type: none"> Data obtained on district procedures to locate and provide services to youth with disabilities incarcerated in city/county jails. | <ul style="list-style-type: none"> District special education monitoring self-assessment (SEMSA) includes procedures for locating and providing services to youth with disabilities | September 2003 Revisions developed (for SEMSA due April 1, 2004) | Section Responsibility: Compliance Staff Monitoring system reports Funding Type: Part B |
| F) Work with the Department of Elementary and Secondary Education Core Data to make necessary revisions to the Core Data Collection System Screen 11—Child Count and Placement (Educational Environments) in order to collect accurate data from school districts regarding youth with disabilities held in city/county jails. | <ul style="list-style-type: none"> Districts with students in city/county jails identified Verification of child count is conducted Web screen and directions revised | <ul style="list-style-type: none"> Screen 11 collection revised if required | 2003-2004 Child count verification activities conducted December 2005 Screen 11 changes implemented | Section Responsibility: Compliance Staff Data Coordination Staff Funding Type: Part B |

MISSOURI ASSESSMENT PROGRAM

ALTERNATE ASSESSMENT

MISSOURI ASSESSMENT PROGRAM ALTERNATE ASSESSMENT (MAP-A)

A. Missouri Self Assessment

Cluster (FAPE in LRE):

Component BF5 - Is continuous progress made by children with disabilities within the state's system for educational accountability?

Indicator - Do children with disabilities participate in state/district wide general assessment programs with appropriate test modifications and accommodations as needed across districts and comparable to national data?

Page 24 Committee Conclusions:

"According to the information above, slightly more than 4 percent of special education students are not participating in the statewide Missouri Assessment Program (MAP) testing. The primary reasons for not participating were that the student was absent or that the Individualized education program (IEP) team had decided that the student should take the MAP-Alternate but the student did not participate in the MAP-A that particular year. Other data (not provided in this report) shows that participation rates have improved since the first mandatory years of MAP testing. Approximately 72 percent of students with disabilities received modification and/or accommodations on the MAP assessments. The test accommodations are made up of three main types: approximately 30 percent are Oral Reading of the Assessment, 30 percent are testing with Small Group and 25 percent are Extended Testing Sessions. Since the MAP exams are used only in Missouri, we do not have national data for comparison purposes. The May 2002 OSEP Biennial Performance Report gathered information from all states on participation rates. This summary data for National Comparisons is not available at this time."

B. OSEP Monitoring

Part B Statewide Assessment: Missouri states on page 24 of the Free Appropriate Public Education in the Least Restrictive Environment (FAPE-LRE) Section of the Self Assessment that some students whom the IEP team decided should take the alternate assessment did not actually take that assessment. The statement indicates that the State does not ensure that children with disabilities participate in the alternate assessment if the IEP team determines that it is not appropriate for them to participate in the regular assessment, as required by 34 CFR §300.347 (a)(5).

C. DESE Response

DESE disagrees with OSEP's findings. The intent of the conclusions was misunderstood. All Missouri students are included in the accountability system

MAP-A assessment is completed in grades 4, 8, and 11. An IEP team could make a decision that a student, in grade 3, should take the MAP-A. Since the assessment is not given in grade 3, the student would not participate in the MAP-A that particular year. The student would participate in the MAP-A assessment the next year, at grade 4, when the test is administered.

| Current MAP-A Data | 2001 | 2002 |
|---------------------------------------|-------|-------|
| Number of MAP-A Eligible students | 1538 | 1536 |
| Number of MAP-A Portfolio's submitted | 536 | 813 |
| Percentage of MAP-A Eligible reported | 0.18% | 0.37% |

ELEMENTARY ACHIEVEMENT

PART B

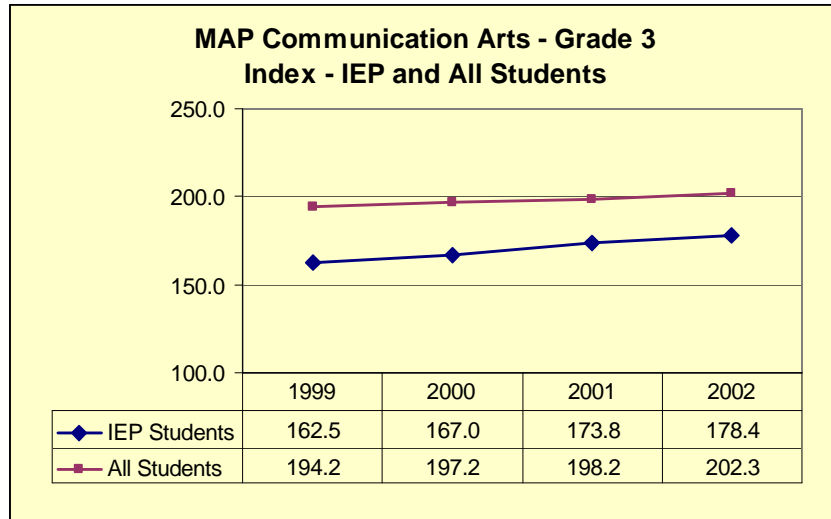
PRIORITY ONE - PRIMARY INDICATORS

PRIORITY ONE: Increase the achievement of students with disabilities in the elementary grades.

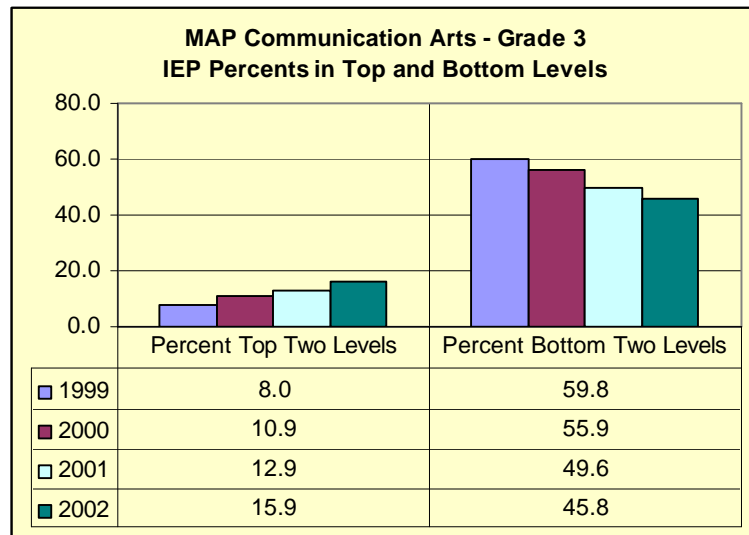
Primary Indicators:

Missouri Assessment Program (MAP) - Communication Arts Achievement:

- Annual Statewide 3rd Grade Achievement of IEP and All Students - Indices



- Annual Statewide 3rd Grade Achievement of IEP Students - Percents in Top Two Levels (Advanced and Proficient) and Percents in Bottom Two Levels (Step1 and Progressing)



Target: Increase the statewide percentage of 3rd grade students scoring in the Advanced and Proficient achievement levels (Percent Top Two Levels) in communication arts to 59.2% by 2008.

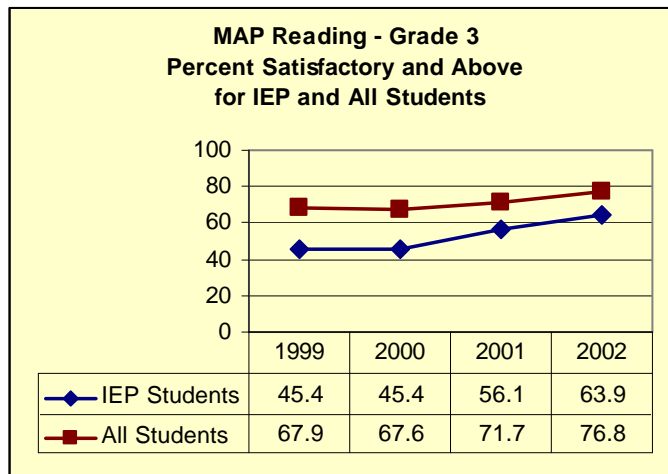
| Communication Arts – Grade 3 | 1999 | 2000 | 2001 | Current 2002 | Target 2008 |
|-----------------------------------------|------|-------|-------|-----------------|------------------------|
| Advanced & Proficient | 8.0% | 10.9% | 12.9% | 15.9% | 59.2% |

Benchmark: Increase the statewide percentage of 3rd grade students scoring in the Advanced and Proficient achievement levels (Percent Top Two Levels) in communication arts by the percentages indicated below.

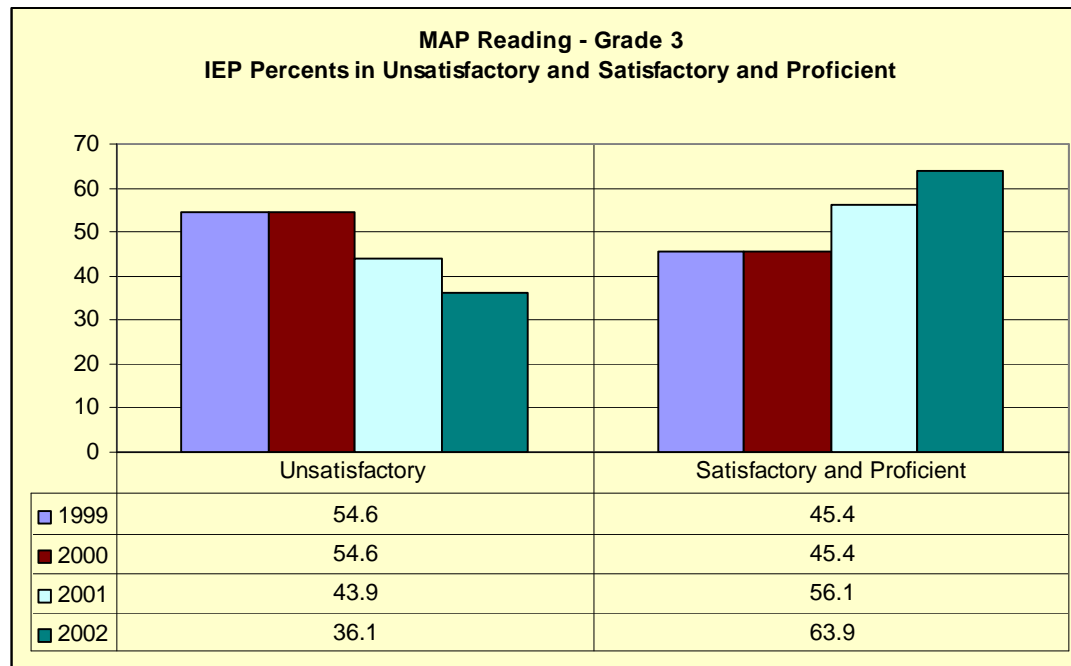
| Communication Arts - Grade 3 | Current 2002 | Benchmark 2005 | Target 2008 |
|-----------------------------------------|-----------------|-------------------|------------------------|
| Advanced & Proficient | 15.9% | 38.8% | 59.2% |

Missouri Assessment Program (MAP) - Reading Achievement:

- Annual Statewide 3rd Grade Achievement of IEP and All Students - Indices



- Annual Statewide 3rd Grade Achievement of IEP Students - Percents in Unsatisfactory and Satisfactory and Proficient



Target: Increase the statewide percentage of 3rd grade students scoring in the Satisfactory and Proficient achievement level in reading to 80% 2008.

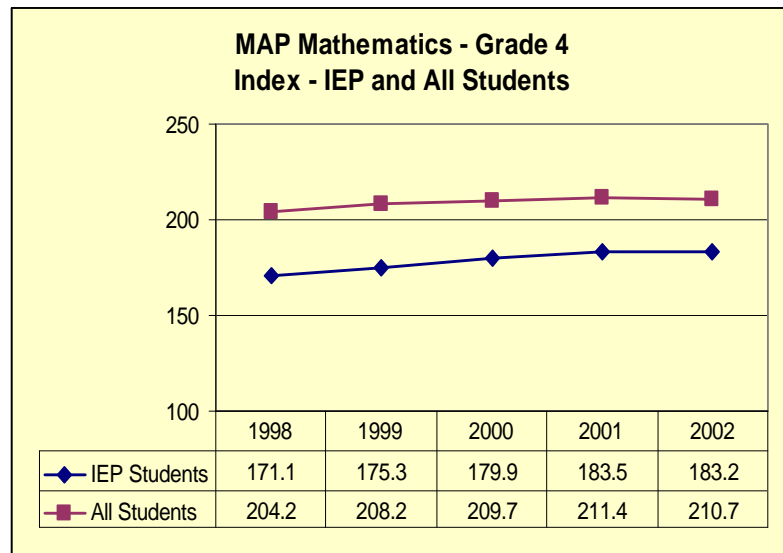
| Reading – Grade 3 | 1999 | 2000 | 2001 | Current 2002 | Target 2008 |
|------------------------|-------|-------|-------|--------------|-------------|
| Satisfactory and Above | 45.4% | 45.4% | 56.1% | 63.9% | 80.0% |

Benchmark: Increase the statewide percentage of 3rd grade students scoring in the Proficient achievement level in Reading by the percentages indicated below.

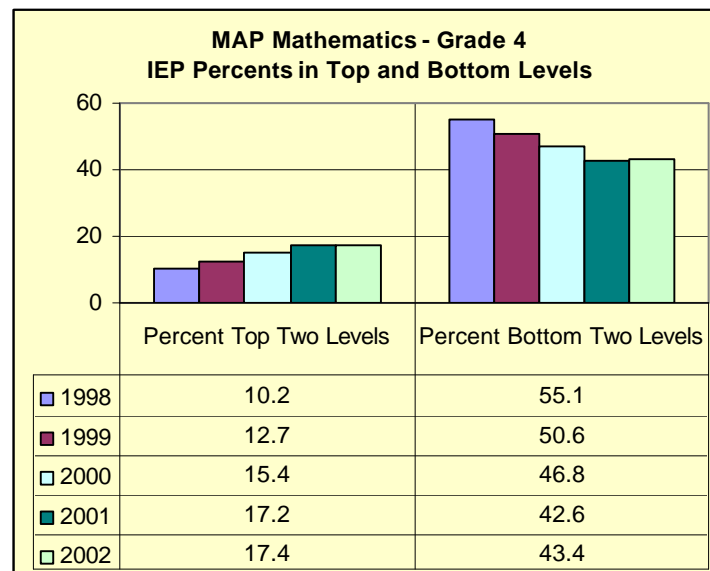
| Reading – Grade 3 | Current 2002 | Benchmark 2005 | Target 2008 |
|------------------------|--------------|----------------|-------------|
| Satisfactory and Above | 63.9% | 72.5% | 80.0% |

Missouri Assessment Program (MAP) – Mathematics Achievement:

- Annual Statewide 4th Grade Achievement of IEP and All Students – Indices



- Annual Statewide 4th Grade Achievement of IEP Students - Percents in Top Two Levels (Advanced and Proficient) and Percents in Bottom Two Levels (Step1 and Progressing)



Target: Increase the statewide percentage of 4th grade students scoring in the Advanced and Proficient achievement levels (Percent Top Two Levels) in mathematics to 54.2% by 2008.

| Mathematics – Grade 4 | 1998 | 1999 | 2000 | 2001 | Current 2002 | Target 2008 |
|----------------------------------|-------|-------|-------|-------|-----------------|------------------------|
| Advanced & Proficient | 10.2% | 12.7% | 15.4% | 17.2% | 17.4% | 54.2% |

Benchmark: Increase the statewide percentage of 4th grade students scoring in the Advanced and Proficient achievement levels (Percent Top Two Levels) in mathematics by the percentages indicated below.

| Mathematics – Grade 4 | Current 2002 | Benchmark 2005 | Target 2008 |
|----------------------------------|-----------------|-------------------|------------------------|
| Advanced & Proficient | 17.4% | 31.1% | 54.2% |

PRIORITY ONE - IMPROVEMENT PLAN

PRIORITY ONE: Increase the Achievement of Students with Disabilities in the Elementary Grades

Desired Result: Improved Reading Instruction K-4th grade for students with disabilities to comply with NCLB

Current Reality/Baseline Data: See “Missouri Assessment Program (MAP) – Communication Arts and Reading Achievement” under *Priority One–Primary Indicators*, pages 1 through 3, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A) IEPs teams will utilize the grade level expectations for Reading for students with disabilities in grades K-4. | <ul style="list-style-type: none"> Final versions of grade level expectations to special education directors, parent and special education teachers. Training developed on how to incorporate the grade level expectations into IEPs. | <ul style="list-style-type: none"> IEPs will include goals/benchmarks aligned with grade level expectations | 2003-2004 Study conducted | <p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p>Funding Type:</p> <p>SIG Part B SLIVER</p> |
| B) Research-based practice information regarding reading instruction for students with disabilities will be implemented at the local level. | <ul style="list-style-type: none"> Research-based models and materials effective for students with disabilities and high poverty identified Collaboration with existing Department of Elementary and Secondary Education reading initiatives (Reading First, and MRI Accelerated Schools). District staff trained in models through the RPDC's. Website/link updated | <ul style="list-style-type: none"> MAP results for students with disabilities in the area of reading improves | <p>2004-2005 Revision to screen implemented</p> <p>2005-2006 System changes implemented</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p>Funding Type:</p> <p>SIG Part B SLIVER</p> |

Desired Result: Improved Reading Instruction K-4th grade for students with disabilities to comply with NCLB

Current Reality/Baseline Data: See “Missouri Assessment Program (MAP) – Communication Arts and Reading Achievement” under *Priority One– Primary Indicators*, pages 1 through 3, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C) Technical assistance and training in the use of appropriate accommodations will be developed. | <ul style="list-style-type: none"> Trainers trained Training conducted and technical assistance available | <ul style="list-style-type: none"> MAP results for students with disabilities in the area of reading improves | <p>May 2005 Technical assistance and training developed</p> <p>May 2006 Technical assistance and training available</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p>Funding Type:</p> <p>SIG Part B SLIVER</p> |
| D) Distribute materials to families regarding strategies to increase reading skills. | <ul style="list-style-type: none"> Materials developed Materials distributed to families | <ul style="list-style-type: none"> Reading strategy materials are available to families | <p>January 2005 Materials developed</p> <p>May 2005 Materials distributed</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p>Funding Type:</p> <p>SIG Part B SLIVER</p> |

Desired Result: Improved Reading Instruction K-4th grade for students with disabilities to comply with NCLB

Current Reality/Baseline Data: See “Missouri Assessment Program (MAP) – Communication Arts and Reading Achievement” under *Priority One–Primary Indicators*, pages 1 through 3, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to reading difficulties. | <ul style="list-style-type: none"> Data collected on referral rates Monitoring Standards revised Training conducted on monitoring process and expectations | <ul style="list-style-type: none"> Reduction in referrals Districts comply with Monitoring Standards | 2006-2007 Monitoring Standards implemented | <p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p>Funding Type:</p> <p>SIG Part B SLIVER</p> |

Desired Result: Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.

Current Reality/Baseline Data: See “Missouri Assessment Program (MAP) –Mathematics Achievement” under *Priority One–Primary Indicators*, pages 4 through 5, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A) IEP teams will utilize the grade level expectations for math students with disabilities in grades 1-3. | <ul style="list-style-type: none"> Final versions of grade level expectations to special education directors, parents and special education teachers. Training developed on how to incorporate the grade level expectations into IEPs | <ul style="list-style-type: none"> IEPs will include goals/benchmarks aligned with grade level expectations | <p>2003-2004 Grade level expectations developed</p> <p>2006-2007 Expectations incorporated into IEP's</p> | <p>Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type: SIG Part B Sliver</p> |
| B) Research-based practice information regarding math instruction for students with disabilities will be implemented at the local level. | <ul style="list-style-type: none"> Research-based models effective for students with disabilities and high poverty identified. Collaboration with existing DESE reading initiatives (MMI, NCLB, Accelerated Schools) District staff trained in models through the RPDCs Website/link updated | <ul style="list-style-type: none"> MAP results for students with disabilities in the area of math improves | <p>May 2006 Implementation</p> | <p>Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type: SIG Part B Sliver</p> |

Desired Result: Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.

Current Reality/Baseline Data: See "Missouri Assessment Program (MAP) –Mathematics Achievement" under *Priority One–Primary Indicators*, pages 4 through 5, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C) Technical assistance and training in the use of appropriate accommodations will be developed. | <ul style="list-style-type: none"> Trainers trained Training conducted and technical assistance available | <ul style="list-style-type: none"> MAP results for students with disabilities in the area of math improves | <p>May 2005 Technical assistance and training developed</p> <p>May 2006 Technical assistance and training available</p> | <p>Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type: SIG Part B Sliver</p> |
| D) Develop and distribute math strategy materials to families to increase math skills. | <ul style="list-style-type: none"> Materials developed Materials distributed to families | <ul style="list-style-type: none"> Math strategy materials are available to families | <p>January 2005 Materials developed</p> <p>May 2005 Materials distributed</p> | <p>Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type: SIG Part B Sliver</p> |

Desired Result: Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.

Current Reality/Baseline Data: See “Missouri Assessment Program (MAP) –Mathematics Achievement” under *Priority One–Primary Indicators*, pages 4 through 5, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to math difficulties. | <ul style="list-style-type: none"> • Data collected on referral rates • Monitoring Standards revised • Training is conducted on monitoring process and expectations | <ul style="list-style-type: none"> • Reduction in referrals • Districts comply with Monitoring Standards | 2006-2007 Monitoring Standards implemented | <p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type:</p> <p>SIG Part B Sliver</p> |

Desired Result: The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.

Current Reality/Baseline Data: Through the State Improvement Grant (SIG) curriculum materials, access to general education were developed and implemented 2002-2003. Professional development opportunities need to be expanded to increase knowledge, education, and application at the local district level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A) Develop and implement professional development training curriculum on access to the general education classroom such as:</p> <ul style="list-style-type: none"> • Differentiated instruction • Problem solving for high quality interventions • Quality eligibility • PBS • Curriculum based measurement • K-12 LRE • ECSE LRE • MGO • Self-Determination • Differentiated Instruction for Vocational Education (K-4) | <ul style="list-style-type: none"> • Curriculum developed • Coordinated plan developed for training general educators with Title I, Leadership Academy, accelerated schools and RPDC • Regional, RPDC and in-district trainers identified. • Train the Trainer sessions conducted or RPDC consultants, Regional Trainers and In-district trainers. • Credential RPDC and regional trainers • Training in the nine RPDC regions and medium/large districts conducted • Impact of the training evaluated | <ul style="list-style-type: none"> • Web based software implemented • Distribute the special education district profile to LEAs via the web. • Placement rates indicate time spent outside regular education class is minimized | <p>2003-2004 Development of curriculum</p> <p>2004-2005 Coordinated plan</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff Compliance Staff RPDC Consultants</p> <p>Funding Type:</p> <p>Part B SIG</p> |
| <p>B) Embed content of the curriculum in pre-service education coursework</p> | <ul style="list-style-type: none"> • Meeting convened with IHE representatives • Workgroup convened to develop strategies and timelines • Appropriate areas in existing areas identified to embed strategies | <ul style="list-style-type: none"> • Pre-service education coursework includes information on student's with disabilities | <p>2004-2005 Develop and plan timelines</p> <p>2003-2004 Meet with IHE representatives and train on seven curriculums</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff</p> <p>Funding Type:</p> <p>Part B SIG</p> |

Desired Result: The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.

Current Reality/Baseline Data: Through the State Improvement Grant (SIG) curriculum materials, access to general education were developed and implemented 2002-2003. Professional development opportunities need to be expanded to increase knowledge, education, and application at the local district level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C) Develop and implement training for educators regarding data based decision-making. | <ul style="list-style-type: none"> • Collaboration with Department of Elementary and Secondary Education and Teacher and Urban Education for recommendations • Teacher and Urban Education plan adopted by the State Board of Education • Collaborative activity plan developed • Training for Directors of special education and curriculum directors developed and implemented. • Training implemented in nine RPDC regions • Targeted technical assistance to districts developed based on special education district Profile data. • Special education Consultants in RPDCs provided technical assistance regarding professional development needs | <ul style="list-style-type: none"> • Activity Plan developed • Expanded participation in workshops by curriculum directors | <p>2003-2004 Plan developed and implemented</p> <p>2003-2004 Training implemented</p> | <p>Section Responsibility</p> <p>Effective Practices Staff Data Coordination Staff Effective Practices Staff Compliance Staff</p> <p>Funding Type:</p> <p>Part B</p> |

Desired Result: The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.

Current Reality/Baseline Data: Through the State Improvement Grant (SIG) curriculum materials, access to general education were developed and implemented 2002-2003. Professional development opportunities need to be expanded to increase knowledge, education, and application at the local district level.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| D) Create from the MAP assessment, a usable system of the data designed to help teachers move students with disabilities to the proficient level | <ul style="list-style-type: none"> Participation in Student Indicators Task Force Crystal reports selected as new software Students with disabilities reports reviewed Content for District Training developed | <ul style="list-style-type: none"> Districts using Crystal Report Data Data is used in district Special Education Monitoring Self-Assessment (SEMSA) | January 2004 Training on using Crystal Reports September 2004 Crystal reports available April 2005 Crystal reports data integrated in to SEMSA | Section Responsibility Data Coordination Staff Effective Practices Staff Compliance Staff Funding Type: Part B |
| E) Develop and implement a web-based application for the special education district profile. | <ul style="list-style-type: none"> Collaboration with MSIP and Core Data to develop Web reporting of the data. Policy developed to address the issues of confidentiality and the reporting of small cell size. | <ul style="list-style-type: none"> Districts have access to special education district profile on the web | 2004-2005 Web based application developed 2005-2006 Profile available on web | Section Responsibility Data Coordination Staff Funding Type: Part B |
| F) Develop online professional development modules and study group resources for online reference for professional development. | <ul style="list-style-type: none"> Discussions with IHE faculty and CISE the possibilities for web-based offerings for parents and teachers regarding increasing student achievement Learning community resources determined for parents and teachers Existing modules to put online identified Resources put online for easy access Surveys of desired online professional development resources conducted Data of how these resources are used conducted | <ul style="list-style-type: none"> Districts report increased professional development accessed online Data indicates online resources are being used | 2004-2005 Begin Ongoing | Section Responsibility Effective Practices Staff Funding Type: Part B |

Desired Result: Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.

Current Reality/Baseline Data: OSEP was unable to determine from the October 2002 Missouri Self-Assessment the extent to which there are shortages of qualified personnel to provide special education and related services, and if shortages exist, the impact on the provision of timely and appropriate special education and related services.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A) Conduct a statewide study regarding the current duties, amounts of instructional time and caseloads for special education personnel. | <ul style="list-style-type: none"> Request for Proposal (RFP) or Invitation for Bid (IFB) developed to conduct study Survey and sample size developed Survey conducted Survey results analyzed Meeting convened with stakeholders regarding results | <ul style="list-style-type: none"> Survey report with recommendations available | 2003-2004 Study conducted | Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff Contractor Funding Type: Part B |
| B) Revise Core Data reporting of special education personnel. | <ul style="list-style-type: none"> Changes to existing core data reporting identified Web screens revised Appropriate district staff trained on changes | <ul style="list-style-type: none"> Revision to screen implemented Revised Personnel Reporting System implemented | 2004-2005 Revision to screen implemented 2005-2006 System changes implemented | Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff Contractor Funding Type: Part B |

Desired Result: Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.

Current Reality/Baseline Data: OSEP was unable to determine from the October 2002 Missouri Self-Assessment the extent to which there are shortages of qualified personnel to provide special education and related services, and if shortages exist the impact on the provision of timely and appropriate special education and related services.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C) Analyze the results of study and core data reporting to determine if changes are needed for special education certification standard/requirements consistent with No Child Left Behind (NCLB). | <ul style="list-style-type: none"> Survey results shared with Teacher and Urban Education Division and other stakeholder groups. Recommendations identified and developed for certification changes if required. | <ul style="list-style-type: none"> Recommendations for certification changes, if required, are identified and developed | 2006-2007 Recommendations identified and developed | Section Responsibility: Effective Practice Staff Data Coordination Staff Compliance Staff Contractor Funding Type: Part B |
| D) Analyze recommendations to develop strategies/recommendations for expansion of instructional time for special education personnel. | <ul style="list-style-type: none"> IDEA reauthorization reviewed to determine the impact of changes on reduction of paperwork/and instructional time. Collaboration with stakeholders to develop a grant regarding paperwork reduction and increased instructional time. Report with recommendations regarding instructional time | <ul style="list-style-type: none"> Report with recommendations available | 2006-07 Report complete | Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff Contractor Funding Type: Part B |

Desired Result: Active parent involvement in their child's education is promoted to assist in improving the achievement of students with disabilities.

Current Reality/Baseline Data: October 2002 Missouri Self-Assessment concluded that no data is currently collected to demonstrate parents are actively involved¹ in the decision making for their children. The SEAP Improvement Planning committee provided stakeholder information underscoring the importance of parental participation.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| A) Collaborate with stakeholders to promote successful models of parent involvement | <ul style="list-style-type: none"> Meeting convened with SEAP Effective Practice committee to discuss effective parent involvement strategies Discussion of PAC grant successes and barriers in-house Collaboration with MPACT to disseminate best practice information Exploration of successful parent involvement models, including facilitation models for IEP meetings. | <ul style="list-style-type: none"> Models for parent involvement are promoted on DESE website and in CISE library | <p>January 2004 Meeting</p> <p>January 2004 Barriers discussed</p> <p>May 2004 Best Practice information disseminated</p> <p>August 2004 Successful models identified</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff Compliance Staff MPACT</p> <p>Funding Type:</p> <p>Part B</p> |
| B) Develop training curricula for educators and families regarding facilitation of IEP meetings | <ul style="list-style-type: none"> Appropriate content adapted and developed Plan developed to address content to teachers, families, and students Data collected from trainings | <ul style="list-style-type: none"> Training modules developed | <p>May 2005 Modules developed</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff Compliance Staff</p> <p>Funding Type:</p> <p>Part B</p> |
| C) Conduct surveys of districts where IEP facilitation training has been conducted and other parent involvement models have been implemented | <ul style="list-style-type: none"> Surveys developed Surveys conducted | <ul style="list-style-type: none"> Surveys of how trainings are used and follow along data demonstrates level of parent of involvement has changed | <p>July 2006 Surveys conducted</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff Compliance Staff</p> <p>Funding Type:</p> <p>Part B</p> |

¹ The October 2002 Missouri Self-Assessment defined "actively involved" as being a contributing team member to the special education process, having a proficient level of understanding about their rights and responsibilities, and believing their contribution in decision-making resulted in improvements to the educational environment and student outcomes for their children (for further information see, October 2002 Missouri Self-Assessment, Parental Involvement Page 5 of 16).

Desired Result: To Create a Public Awareness Campaign around Early Childhood through Primary Grade Learning and Developmental needs to improve achievement of students with disabilities.

Current Reality/Baseline Data: The CIMP subcommittee recommended a thorough study of ECSE. The SEAP panel recommended that ECSE also be reviewed upon completion of the Improvement plans for Achievement and Secondary Transition. The Elementary Achievement committee recognized the importance of early learning on Achievement

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A) Establish ongoing dialogue among personnel at DESE (Early childhood, Title I, Special Education) and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities.</p> <ul style="list-style-type: none"> • Incorporating Missouri Pre-K standards in IEPs • Establishment of a Born to Learn vs. Ready to Learn philosophy. • Increased technical assistance on ECSE LRE • Research-based practices identified and disseminated | <ul style="list-style-type: none"> • Stakeholders identified • Guidance developed • Policies reviewed and revised • Best Practices disseminated | <ul style="list-style-type: none"> • Policies that reflect integration of EC and ECSE with a focus on improved achievement | <p>Begin activity during the 2004-05 school year and develop timelines at that time.</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff</p> <p>Funding Type:</p> <p>Part B funds</p> |
| <p>B) Analyze the existing data regarding ECSE to determine the impact of ECSE services on achievement.</p> <ul style="list-style-type: none"> • Early Entry Profile • LRE • ECSE applications • Compliance monitoring | <ul style="list-style-type: none"> • Data Collected • Data Implemented • Plan with recommendations developed | <ul style="list-style-type: none"> • Impact of ECSE services on achievement is determined based on data analyses. | <p>Begin activity during the 2004-05 school year and develop timelines at that time</p> | <p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff</p> <p>Funding Type:</p> <p>Part B funds</p> |

**POST-SECONDARY
OUTCOMES
PART B**

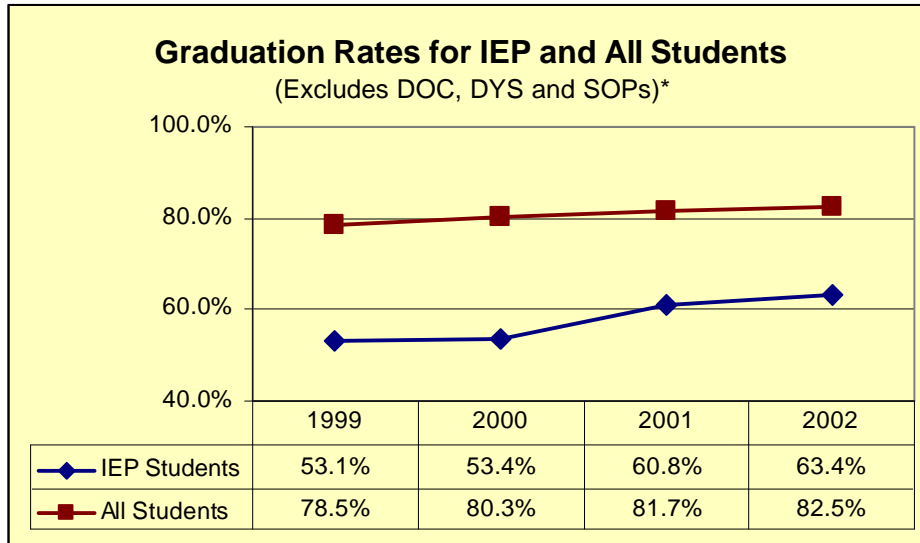
PRIORITY TWO - PRIMARY INDICATORS

PRIORITY TWO: Increase post-secondary outcomes of students with disabilities.

Primary Indicators:

Graduation Rates:

- Annual Statewide Graduation Rates for IEP and All Students



*DOC-Department of Corrections, DYS-Division of Youth Services, and SOP-State Operated Schools

Targets: Increase the statewide graduation rate of IEP students to 80.0% by 2008.

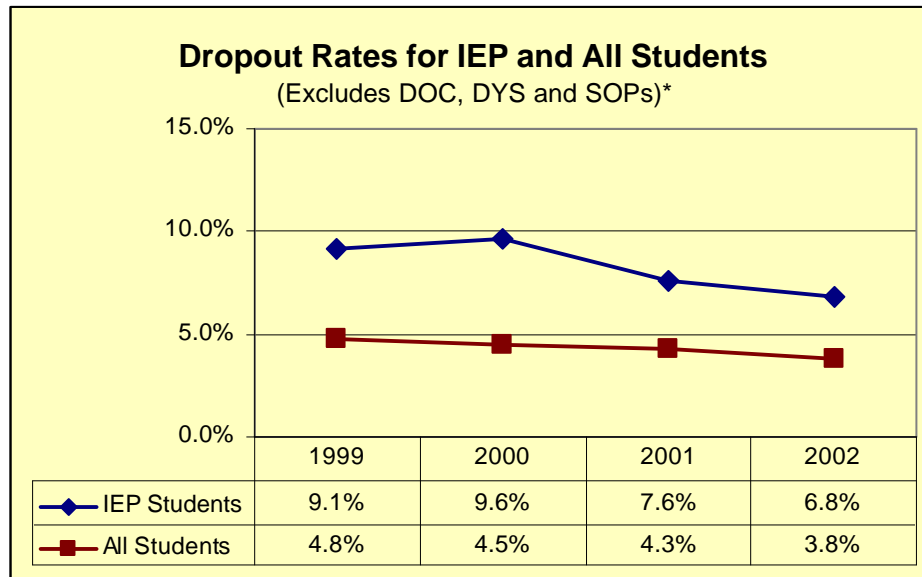
| Graduation Rate | 1999 | 2000 | 2001 | Current 2002 | Target 2008 |
|-----------------|-------|-------|-------|-----------------|----------------|
| IEP Students | 53.1% | 53.4% | 60.8% | 63.4% | 80.0% |

Benchmarks: Increase the statewide graduation rate of IEP students by the percentages indicated below.

| Graduation Rate | Current 2002 | Benchmark 2005 | Target 2008 |
|-----------------|-----------------|-------------------|----------------|
| IEP Students | 63.4% | 71.7% | 80.0% |

Dropout Rates:

- Annual Statewide Dropout Rates for IEP and All Students



*DOC-Department of Corrections, DYS-Division of Youth Services, and SOP-State Operated Schools

Targets: Decrease the statewide dropout rate of IEP students to 3.8% by 2008.

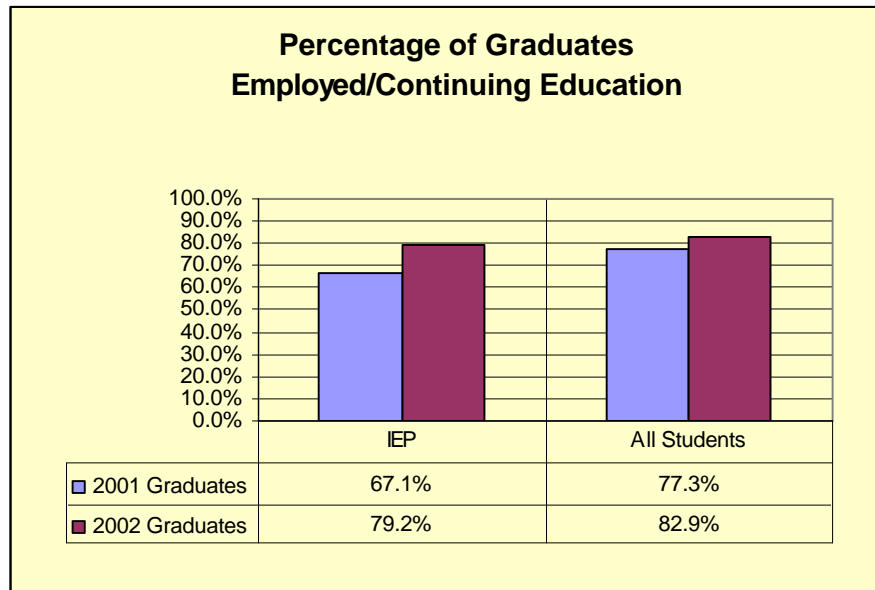
| Dropout Rate | 1999 | 2000 | 2001 | Current 2002 | Target 2008 |
|--------------|------|------|------|-----------------|----------------|
| IEP Students | 9.1% | 9.6% | 7.6% | 6.8% | 3.8% |

Benchmarks: Decrease the statewide dropout rate of IEP students by the percentages indicated below.

| Dropout Rate | Current 2002 | Benchmark 2005 | Target 2008 |
|--------------|-----------------|-------------------|----------------|
| IEP Students | 6.8% | 5.3% | 3.8% |

Percentage of Graduates Employed/Continuing Education:

- Annual Statewide Percentage of Graduates Employed/Continuing Education



Targets: Increase the statewide percentage of IEP graduates employed/continuing education to 90.0% by 2008

| Percentage of Graduates Employed/Continuing Education | 2001 | Current 2002 | Target 2008 |
|----------------------------------------------------------|-------|-----------------|----------------|
| IEP Students | 67.1% | 79.2% | 90.0% |

Benchmarks: Increase the statewide percentage of IEP graduates employed/continuing education by the percentages indicated below.

| Percentage of Graduates Employed/Continuing Education | Current 2002 | Benchmark 2005 | Target 2008 |
|-------------------------------------------------------------|-----------------|-------------------|----------------|
| IEP Students | 79.2% | 84.6% | 90.0% |

PRIORITY TWO - IMPROVEMENT PLAN

PRIORITY TWO: Increase post-secondary outcomes of students with disabilities

Desired Result: The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Research suggests all students benefit from instruction designed to meet the needs of diverse learners thus facilitating transitional opportunities. Through the MOTAP System Change Grant statewide training was developed and implemented. Also, due to an enhanced data collection system at the state level, professional development can now be targeted based on post-secondary performance indicators. Additionally, stakeholder information was provided by the SEAP Improvement Planning committee, whereby based on data reviewed, the importance of appropriate content level knowledge of general and special education personnel was highlighted.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| A) Develop and implement professional development curriculum for Regional Professional Development Center consultants, regional trainers and in-district consultants on Self-Determination for students with disabilities and Differentiating Instruction for vocational educators. | <ul style="list-style-type: none">• Curriculum developed• Coordinated plan for training vocational teachers, Special and General Education staff• Regional, RPDC and in-district trainers identified• Teacher training sessions concluded• RPDC and Regional trainers credentialed• Training in the nine RPDC regions conducted.• Impact of training evaluated• Content expanded | <ul style="list-style-type: none">• Follow up surveys with participants indicate Self-Determination Curricula is in place.• Increase number of students with disabilities in vocational schools.• Appropriate goals and benchmarks included in IEPs. | 2003-2004 Trainers Trained 2003-2004 Initial training developed 2004-2005 Training conducted | Section Responsibility: Effective Practices Staff Funding Type: Part B SIG |
| B) Collaborate with Division of Vocational and Adult Education and local school district counselors to increase awareness of agency services that can assist educators to provide appropriate programming for students with disabilities. | <ul style="list-style-type: none">• Meeting convened to identify agency services available• Dissemination system developed that includes a variety of medias.• Marketing system developed | <ul style="list-style-type: none">• Educators are aware of services available from Vocational and Adult Education | July 2005 Information disseminated | Section Responsibility: Effective Practices Staff Funding Type: Part B |

Desired Result: The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Research suggests all students benefit from instruction designed to meet the needs of diverse learners thus facilitating transitional opportunities. Through the MOTAP System Change Grant statewide training was developed and implemented. Also, due to an enhanced data collection system at the state level, professional development can now be targeted based on post-secondary performance indicators. Additionally, stakeholder information was provided by the SEAP Improvement Planning committee, whereby based on data reviewed, the importance of appropriate content level knowledge of general and special education personnel was highlighted.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| C) Develop and implement professional development curriculum on student directed IEPs for educators, families and students. | <ul style="list-style-type: none"> • Appropriate content adapted and developed • Plan developed to address content to teachers, families and students • Training delivered | <ul style="list-style-type: none"> • Teachers, families, students report increased participation in IEPs. • Teachers, families, students report increased satisfaction with IEPs. | 2004-2005 Development 2005-2006 Implementation | Section Responsibility: Effective Practices Staff Funding Type: Part B |
| D) Identify additional areas for training by using existing data | <ul style="list-style-type: none"> • Improvement planning strategies, focus groups and family surveys reviewed. • Priority areas identified • Training delivered on identified areas | <ul style="list-style-type: none"> • Trainings have been delivered based on needs identified from data | 2004-2005 Develop priorities 2005-2006 Develop Training 2006-2007 Implementation | Section Responsibility: Effective Practices Staff Data Coordination Staff Funding Type: Part B |

Desired Result: Increased incentives for administrators to promote the provision of appropriate and effective transition programming to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Current special education monitoring includes performance standards and indicators. The Division of Special Education is currently working with MSIP and NCLB to align performance monitoring with regular education. Based on data reviewed, the SEAP Improvement Planning committee provided stakeholder information underscoring the importance of administrator involvement in promoting effective transition programming.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| A) Develop and implement a system of incentives for Local Education Agencies based on performance of students with disabilities. | Options reviewed for 1) Creating incentives such as: <ul style="list-style-type: none"> District Rankings Waivers Distinction Lists 2) Process developed for implementation of system 3) Implementation of system with 4 th cycle MSIP | <ul style="list-style-type: none"> Local Education Agencies (LEAs) have incentive available to them based on performance. | 2003-2005 Development July 2005 Dissemination July 2006 Implementation (4 th cycle MSIP) | Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff Funding Type: Part B |
| B) Develop and implement a system for targeted technical assistance for districts needing to improve transition outcome data. | <ul style="list-style-type: none"> Criteria developed to identify buildings Transition performance data utilized to link districts to best practices information Professional development activities aligned to performance goals RPDC consultants trained to provide targeted technical assistance | <ul style="list-style-type: none"> Districts have access to technical assistance in using transition data for improving transition outcomes. Monitor results indicate no areas of non-compliance in Transition standards. | Development 2003-2004 2004-2005 Pilot Implemented 2005-2006 Implementation July 2007 System in place | Section Responsibility: Effective Practices Staff Data Coordination Staff Funding Type: Part B |

Desired Result: Increased incentives for administrators to promote the provision of appropriate and effective transition programming to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Current special education monitoring includes performance standards and indicators. The Division of Special Education is currently working with MSIP and NCLB to align performance monitoring with regular education. Based on data reviewed, the SEAP Improvement Planning committee provided stakeholder information underscoring the importance of administrator involvement in promoting effective transition programming.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------|
| C) Collaborate with the Missouri Council of Administrators in Special Education and other administrator associations to determine the best methods to provide technical assistance and training to local school district administrators on transition. | <ul style="list-style-type: none"> Meeting convened to identify needs Workgroup established to develop methods to provide technical assistance on identified needs Methods implemented | <ul style="list-style-type: none"> Technical assistance and training available to local school district administrators on Transition | 2004-2005 Methods developed and implemented | Section Responsibility: Effective Practices Staff Funding Type: Part B |
| D) Disseminate research-based practices | <ul style="list-style-type: none"> Research-based practices for transition identified Research-based practices tied to performance indicators Information on research-based practices available on Department of Elementary and Secondary Education website Links established to other agencies on research-based practices, as appropriate | <ul style="list-style-type: none"> Local school district administrators have access to a web-based information database covering a variety of research-based practices. | 2004-2005 Dissemination Implemented | Section Responsibility: Effective Practices Staff Funding Type: Part B |

Desired Result: Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: See “Graduation Rates,” “Dropout rates,” and “Percentages of Graduates Employed/Continuing Education” under *Priority Two – Primary Indicators*, pages 1 through 3. Based on review of these data, the SEAP Improvement Planning committee provided stakeholder information underscoring the importance of data-based decision making relative to secondary transition. Other data may need to be reviewed and/or collected subsequent to identifying specific transition related information needed to guide decision-making and to target professional development needs relative to improving transition related services and/or activities.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| A) Collaborate with Great Lakes Area Regional Resource Center (GLARRC) to develop and implement a packet for Local Education Agencies (LEA) on conducting and using student focus groups information for program planning. | <ul style="list-style-type: none"> Meeting convened with GLARRC to determine information to use LEA packet developed Action plan developed to implement use of packet with 4th cycle MSIP and special education monitoring. | <ul style="list-style-type: none"> LEAs demonstrate that they can conduct and use focus group information for program planning. | 2003-2004 Development 2004-2005 Pilot Implementation 2005-2006 4 th Cycle MSIP | Section Responsibility: Effective Practices Staff Compliance Staff Funding Type: Part B |
| B) Collaborate with the Missouri School Improvement Program to disaggregate data for students on graduation, dropout, and follow-up data into the Missouri School Improvement Process. | <ul style="list-style-type: none"> Participation in statewide 4th cycle committee and recommendations provided for 4th cycle changes. Special Education monitoring aligned with changes to 4th cycle MSIP and NCLB Revised system Implemented | <ul style="list-style-type: none"> Disaggregated data included in Missouri School Improvement Process | 2003-2004 Development 2004-2005 4 th Cycle MSIP 2006-2007 Implementation | Section Responsibility: Data Coordination Staff Compliance Staff Effective Practices Staff Funding Type: Part B |
| C) Collaborate with other state agencies in developing and implementing a system for sharing data for the purposes of planning for appropriate educational services for students with disabilities. | <ul style="list-style-type: none"> Agencies who provide services to students with disabilities identified Meeting convened with identified agencies to determine what data is collected by each Methods established to share data between agencies | <ul style="list-style-type: none"> A uniform system for sharing data between agencies to plan for services for students with disabilities. | 2003-2004 Identification 2003-2004 Meeting 2005-2006 Establishment of system | Section Responsibility: Data Coordination Staff Effective Practices Staff Funding Type: Part B |

Desired Result: Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: See “Graduation Rates,” “Dropout rates,” and “Percentages of Graduates Employed/Continuing Education” under *Priority Two – Primary Indicators*, pages 1 through 3. Based on review of these data, the SEAP Improvement Planning committee provided stakeholder information underscoring the importance of data-based decision making relative to secondary transition. Other data may need to be reviewed and/or collected subsequent to identifying specific transition related information needed to guide decision-making and to target professional development needs relative to improving transition related services and/or activities.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| D) Collaborate with Local Education Agencies (LEAs) and Missouri School Improvement Plan (MSIP) on the incorporation of the use of dropout data for students with disabilities. | <ul style="list-style-type: none"> • Collaboration with MSIP on ways LEAs can use dropout data • Assistance provided to LEAs in developing a plan to use dropout data • Checked with LEAs to determine how data is being incorporated in their decision-making process • Incorporated use of information with Special Education monitoring for 4th Cycle MSIP. | <ul style="list-style-type: none"> • LEAs incorporate the use of dropout data for students with disabilities. | 2006-2007 Information incorporated into 4 th Cycle MSIP | Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff Funding Type: Part B |
| E) Develop and implement training opportunities for general and special education teachers on data-based decision-making. Data sources may include: <ul style="list-style-type: none"> • Follow up survey on Graduates • Survey employers dropout analysis | <ul style="list-style-type: none"> • All training opportunities available to teachers identified • Training opportunities marketed • Training conducted • Follow-up conducted • Content developed if appropriate | <ul style="list-style-type: none"> • Training opportunities are provided on data-based decision-making. | 2004-2005 Development 2005-2006 Implementation | Section Responsibility: Effective Practices Staff Data Coordination Staff Funding Type: Part B |

Desired Result: Increased collaboration among agencies that provide services to students with disabilities to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Research suggests interagency collaboration and communication facilitates the development and knowledge-base of agency stakeholders thus providing a mechanism for supporting essential public services such as public education. Agencies serve as integral resources for the promotion of appropriate transitional opportunities for students. Through the MOTAP Systems Change Grant and improved collaboration with Vocational Rehabilitation, current data indicates a greater need for collaboration with the Missouri Division of Vocational and Adult Education. Other data may need to be reviewed and/or collected to determine other existing interagency collaborative relationships and to determine the development of pertinent linkages thereof.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| A) Provide consistent information regarding transition service delivery options regardless of agency philosophy. | <ul style="list-style-type: none"> Stakeholders identified from: <ul style="list-style-type: none"> Vocational and Adult Special Education Supported Employment Provider Sheltered Workshops Vocational Rehabilitation Rehabilitation Services for the Blind Local Education Agencies Families Centers for Independent Living Barriers identified Plan developed and implemented | <ul style="list-style-type: none"> Consistency is reflected in information provided to agencies delivering transition services | 2004-2005 Begin 2006-2007 Implemented | Section Responsibility: Effective Practices Staff Funding Type: Part B |
| B) Collaboration between Department of Elementary and Secondary Education and Missouri Statewide Independent Living Council to include in the State Independent Living Council's state plan statewide activities for transition services for students with disabilities. | <ul style="list-style-type: none"> Meeting with statewide State Independent Living Centers to discuss common issues. Meeting conducted with statewide Independent Living Centers, statewide Independent Living Council and districts of Special Education to show results of Independent Living Center grants. Collaborative plan developed between Local Education Agencies and Independent Living Centers State Independent Living Center reviews/revises their state plan to include similar services for LEAs to access. Collaborative plan between LEAs and Centers for Independent Living regarding technical assistance, appropriate services and peer counseling developed and implemented. | <ul style="list-style-type: none"> Plan implemented Centers for Independent Living and schools involved at local levels | 2003-2004 Planning 2004-2005 Statewide plan developed 2005-2006 District Implementation | Section Responsibility: Effective Practices Staff Funding Type: Part B Sliver |

Desired Result: Increased collaboration among agencies that provide services to students with disabilities to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Research suggests interagency collaboration and communication facilitates the development and knowledge base of agency stakeholders thus providing a mechanism for supporting essential public services such as public education. Agencies serve as integral resources for the promotion of appropriate transitional opportunities for students. Through the MOTAP Systems Change Grant and improved collaboration with Vocational Rehabilitation, current data indicates a greater need for collaboration with the Missouri Division of Vocational and Adult Education. Other data may need to be reviewed and/or collected to determine other existing interagency collaborative relationships and to determine the development of pertinent linkages thereof.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| C) Collaborate with DESE Divisions and urban educators to identify issues specific to larger geographical areas that may serve as a barrier to the educational success of students with disabilities. | <ul style="list-style-type: none"> Teacher and Urban Education Plan adopted by the State Board of Education. Collaborative implementation plan developed with Teacher Certification and Urban Education. Technical Assistance and training plan developed with St. Louis City and Kansas City to address dropout issues. | <ul style="list-style-type: none"> Increased graduation and decreased dropout rates for Kansas City and St. Louis City schools. | 2004-2005 Begin 2005-2006 Implementation | Section Responsibility: Effective Practices Staff Funding Type: Part B |
| D) Collaborate with the University of Kansas Transition Coalition to create a web-based multi-state system to provide technical assistance and training in the area of transition. | <ul style="list-style-type: none"> Meeting convened to determine what is needed to set system up. Web-based system developed in participating states Web-based system implemented | <ul style="list-style-type: none"> Web-based, multi-state system is in place for educational professionals in the area of transition | 2003-2004 Begin 2004-2005 Implementation | Section Responsibility: Effective Practices Staff Data Coordination Staff Funding Type: Part B Sliver |
| E) Collaborate with Vocational Rehabilitation Co-op Programs and other DESE Divisions to establish a usable system of vocational placement and program participation data to enable district to make data-based transition programming decisions. | <ul style="list-style-type: none"> Other DESE divisions to be involved identified Meeting convened to determine what is needed to modify existing system System developed System implemented | <ul style="list-style-type: none"> Usable vocational placement and program participation data is available to districts | 2003-2004 Begin 2004-2005 Implement | Section Responsibility: Data Coordination Staff Funding Type: Part B |

Desired Result: The Department of Elementary and Secondary Education (DESE) will collaborate with Institutes of Higher Education (IHE) to develop appropriate course content for new and existing teachers to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: No data is currently collected to determine the extent and extant of transitionally related content included in IHE course offerings within Missouri public colleges and universities. Missouri IHE's have expressed interest in embedding DESE training curriculums into coursework.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| A) Conduct a session with Institutions of Higher Education (IHE) to train on identified curricula. | <ul style="list-style-type: none"> Participating Institutions of Higher Education identified Meeting convened Curricula aligned with MOSTEP competencies, if needed Training sessions conducted with participating IHEs System developed for including identified curricula into IHE coursework | <ul style="list-style-type: none"> IHEs integrate identified curricula into courses for new and existing teachers | 2003-2004 Meetings 2004-2005 Develop Plan 2005-2006 Begin integration | Section Responsibility: Effective Practices Staff Funding Type: Part B SIG |
| B) Collaborate with the Division of Vocational and Adult Education to develop strategies to embed information on students with disabilities in vocational and adult and counseling coursework. | <ul style="list-style-type: none"> Meeting convened with Vocational and Adult Education representatives Work group convened to develop strategies and timelines Appropriate areas in existing coursework identified to embed strategies Coursework provided with newly embedded strategies | <ul style="list-style-type: none"> Vocational and Adult counseling coursework includes information on students with disabilities | 2004-2005 Develop and plan timelines | Section Responsibility: Effective Practices Staff Funding Type: Part B |

Desired Result: The Department of Elementary and Secondary Education (DESE) will collaborate with Institutes of Higher Education (IHE) to develop appropriate course content for new and existing teachers to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: No data is currently collected to determine the extent and extant of transitionally related content included in IHE course offerings within Missouri public colleges and universities. Missouri IHE's have expressed interest in embedding DESE training curriculums into coursework.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| C) Develop a plan with the Statewide Independent Living Centers to provide information regarding students with disabilities to general education classes. | <ul style="list-style-type: none"> Meeting convened with Independent Living Centers to develop a scope of work List of information that should be shared developed Plan developed Information sharing system implemented | <ul style="list-style-type: none"> Statewide Independent Living Centers provide information to Institutions of Higher Education for integration into general education classes | 2003-2004 Meeting 2004-2005 Development 2005-2006 Implementation | Section Responsibility: Effective Practices Staff Data Coordination Staff Funding Type: Part B Sliver |
| D) Incorporate University of Kansas Transition Coalition online course offerings in pool of curricula opportunities. | <ul style="list-style-type: none"> Meeting initiated with Kansas University to determine requirements for participation in coalition Curricula identified to be used in on-line offerings Curricula converted into on-line course offerings Field test of on-line curricula conducted Collaboration with Kansas University to set up comprehensive on-line professional development system. | <ul style="list-style-type: none"> Kansas University Transition Coalition on-line courses available to new and existing teachers for professional development through Department of Elementary and Secondary Education website. | 2003-2004 Meeting 2003-2004 Development 2004-2005 Implementation | Section Responsibility: Effective Practices Staff Data Coordination Staff Funding Type: Part B Sliver |

Desired Result: Dissemination system available for current/new practices and information on secondary transition to improve post-secondary outcomes of students with disabilities.

Current Reality/Baseline Data: Research suggests interagency collaboration and communication facilitates the development and knowledge base of agency stakeholders thus providing a mechanism for supporting essential public services such as public education. Agencies serve as integral resources for the promotion of appropriate transitional opportunities for students. Based on data reviewed, the SEAP Improvement Planning committee provided stakeholder information underscoring the importance of disseminating transitional resources and information between various state agencies that provide transition related services.

| Improvement Strategies | Benchmarks | Evidence of Change | Timelines | Resources |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| A) Expand Department of Elementary and Secondary Education Division of Special Education's website on Transition Resources. | <ul style="list-style-type: none"> Data reviewed to identify need areas for expansion Research-based practices identified Content organized to correspond with performance indicators Family resources identified to correspond with performance indicators Survey developed and implemented | <ul style="list-style-type: none"> Redesign of site developed and implemented Web hits Survey results indicate access and usefulness of information | <p>July 2005 Site revision developed and implemented</p> <p>July 2006 Survey results reviewed</p> | <p>Section Responsibility: Effective Practices Staff Data Coordination Staff</p> <p>Funding Type: Part B Sliver</p> |
| B) Collaborate with DESE, Divisions of Vocational Rehabilitation and Vocational and Adult Education to develop linked web resources for students with disabilities. | <ul style="list-style-type: none"> Joint plan developed to link information with Department of Elementary and Secondary Education Division of Vocational and Adult Special Education, Vocational Rehabilitation and Independent Living Centers Joint plan to link transition web with family organizations Joint plan to expand linkages with other adult service agencies Survey developed and conducted | <ul style="list-style-type: none"> Linked web resources between the divisions have been developed and area active and up to date. Redesign site that can be linked from Vocational Rehabilitation, Vocational and Adult Special Education Web hits Survey results indicate access and usefulness of information | <p>July 2005 Begin</p> <p>July 2006 Survey results reviewed</p> | <p>Section Responsibility: Effective Practices Staff</p> <p>Funding Type: Part B</p> |

Part C Annual Performance Report

Cluster Area: General Supervision

Missouri

State

July 1, 2001 – June 30, 2002

Reporting Period

Table 1
Status of Program Performance

Cluster Area: *General Supervision*

Objective: Effective implementation of the IDEA Part C is ensured through the Division of Special Education 's (LA) development and utilization of mechanisms and activities in a coordinated system that results in all eligible infants and toddlers and their families having available early intervention services (EIS) in the natural environment (NE) appropriate for the child.

Component/Desired Result GS.1: Are EIS for infants and toddlers with disabilities ensured through the State's systems for compliance that is based on the analysis and utilization of data collected from all sources?

I. Baseline Data/Current Reality:

Individual SPOE Issues Identified

| | SPOE 1 St. Charles | SPOE 2 St. Louis | SPOE 4 Atchison Area | SPOE 5 Andrew Area | SPOE 6 Platte-Clay-Ray |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------|--------------------------------|------------------------------|----------------------------------|
| Provision of Prior Written Notice | | | X | X | X |
| Content of Notice | | | | X | |
| Provision of Services | | | | | X |
| Documentation of members of Multidisciplinary Evaluation Team | X | X | | | |
| Application of eligibility criteria, particularly the use of Informed Clinical Opinion for children identified as eligible for services under the category of Developmental Delay. | X | X | X | X | X |
| Lack of documentation of the basis for the determination of eligibility. | X | X | X | X | X |
| The 45-day timeline for development of an IFSP from the date of referral was not being met. | X | X | X | X | X |
| Requirements for conducting a Family Assessment were not clearly understood. | X | X | X | X | X |

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

January 2002: Contract for the CFO

April 1, 2002: Phase I 5 SPOEs implemented in 18 counties

March 1, 2003: Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

New System is implemented; New system requires major changes to the monitoring system to utilize child data system in combination with onsite reviews.

Initial onsite review with Phase I SPOEs conducted in 2002-03.

VI. Proposed Future Activities to Achieve Results:

Missouri is currently finalizing monitoring procedures for the Part C program.

The Department of Elementary and Secondary Education will examine policies and procedures regarding evaluation/assessment, eligibility determination, IFSP development, and Part C to B Transition with timelines, to ensure that these are clearly understood and consistently applied by SPOE staff, ongoing Service Coordinators and service providers.

The Department of Elementary and Secondary Education will conduct follow-up monitoring with the Phase I SPOEs within one year of their initial monitoring.

The Department of Elementary and Secondary Education will conduct initial monitoring with the Phase II SPOEs within eight months of their start-up.

Technical Assistance meeting held February 10, 2003 with representatives of The Department of Elementary and Secondary Education and the Phase I SPOEs. Statewide areas of non-compliance concern and methods to resolve those concerns were discussed.

Develop monitoring procedures for the Part C system that will include monitoring of all agencies, institutions and organizations used by the State to carry out its Part C system and that will be effective in identifying and correcting any areas of non-compliance identified through monitoring activities.

Continue contracts with trained individuals to conduct targeted oversight activities regarding areas of non-compliance with SPOEs, independent providers and service coordinators.

E-mail and phone Technical Assistance from Department of Elementary and Secondary Education (DESE) staff regarding questions relating to compliance issues.

DESE First Steps management team will review the following CFO data reports on a monthly basis and, based upon the information from that data, take steps to work with SPOE staff to determine steps that need to be taken to get eligibility determined and IFSP developed with 45 days of a referral: Referral to IFSP report.

Add to Central Finance Office (CFO) Data System reason codes for children in intake status over 45 days.

Incorporate procedures in the Part C monitoring system for reviewing the timely conduct of required Part C to Part B transition activities.

Regular meetings with First Steps and statewide ECSE coalition to discuss Part C to Part B transition issues.

Training and technical assistance activities:

1. Service Coordination Module
2. Training Modules 1-4
3. On-line Practice Manual
4. Process and Forms Training Video
5. Monthly Service Coordination Conference calls
6. Quarterly SPOE meetings

A review of Central Finance Office (CFO) reports [See CE.1 Table, 45-Day Timelines] indicates that the St. Louis SPOE is having the most difficulty among the five Phase I SPOEs in meeting the 45-day timeline for IFSP development from the date of referral. A First Steps Consultant was sent into the SPOE to evaluate possible causes for the delays. As a result, it was determined that the St. Louis SPOE was understaffed and two additional staff will be authorized to help alleviate the problem.

DESE First Steps management team will review the following CFO data reports on a monthly basis and, based upon the information from that data, take steps to work with ongoing service coordinators and Part B Early Childhood staff to ensure that a timely, smooth and effective transition is occurring for eligible three-year-olds:

1. Active ITs
2. Children Exiting the system
3. Monitoring reports
4. Complaint system reports

Transition FAQ and compensatory Services

VII. Proposed Evidence of Change/Benchmarks:

Monitoring of SPOEs will continue on a regular basis.

A review of CFO data reports, monitoring reports and complaint system reports indicates that eligible children have IFSPs in place within 45 days of referral, and that eligible children have a smooth and effective transition to Part B services with an IEP in place by their third birthday.

All areas of non-compliance identified during the initial monitoring of Phase I SPOEs will be corrected.

The Department of Elementary and Secondary Education will monitor each Phase II SPOE for compliance with Part C regulations.

All areas of non-compliance identified during the initial monitoring of Phase I SPOEs will be corrected.

Data from the CFO data system, monitoring system and complaint system indicates that all agencies, institutions and organizations used by the State to carry out its Part C system are meeting compliance with all state and federal regulations implementing Part C of the IDEA.

Data from the CFO data system, monitoring system and complaint system indicates that all agencies, institutions and organizations used by the State to carry out its Part C system are meeting compliance with all state and federal regulations implementing Part C of the IDEA.

Data from the CFO data system, monitoring system and complaint system indicates that all agencies, institutions and organizations used by the State to carry out its Part C system have been monitored and that areas of non-compliance have been identified and corrected in a timely manner.

Number of children in intake status over 45 days decreases.

Reasons for exceeding timelines will be due to family initiated delays rather than system delays.

Children are determined eligible for Part B in a timely manner, and if eligible, have an IEP in place prior to their third birthday, or for summer birthday exception children, prior to the beginning of the school year.

Data monitoring and complaint system reports from both Part C and Part B will indicate that eligible children are experiencing a timely, smooth and effective transition from Part C to Part B.

A review of data system reports, monitoring and system complaint data indicates that service coordinators are completing all required activities within timelines and that eligible children have a smooth and effective transition to Part B services with an IEP in place by their third birthday.

A review of CFO data reports will show a decrease in the number of children exceeding the 45-day timeline from referral to IFSP development at the St. Louis SPOE.

A review of data reports indicates that the number of eligible children not receiving a timely, smooth and effective transition to the Part B (ECSE) system decreases.

A review of data reports indicates that the number of eligible children not receiving a timely, smooth and effective transition to the Part B (ECSE) system decreases.

VIII. *Proposed Timelines and Resources:*

January, 2004: DESE staff

October/November, 2003: Compliance Staff

October/November, 2003: Compliance Staff

October/November, 2003: Compliance Staff

July, 2004: Central Finance Office reports, monitoring system

July, 2004: CFO reports, monitoring system

July, 2004: CFO reports, monitoring system

Monthly beginning July, 2003: CFO Data System report, DESE First Steps management team

August, 2003: Software change, data report

September, 2003: Compliance staff

October 2003 and ongoing: DESE staff, compliance staff, Part C and B data reports

1. Ongoing: Proposed Resources (1-6): Center for Innovations in Education, First Steps training coordination contractor, Effective Practices staff, Compliance staff, other DESE staff
2. Ongoing
3. Ongoing
4. July, 2003
5. July, 2003 and ongoing
6. August, 2003 and ongoing

January, 2004: CFO data reports, DESE staff

July, 2004: CFO data reports, monitoring reports, Complaint system reports, DESE staff

July 2004: CFO data reports, monitoring reports, Complaint system reports, DESE staff

Indicator GS.1 (a): Do the monitoring instruments and procedures used by the LA identify IDEA compliance?

I. Baseline Data/Current Reality:

See Monitoring Data under GS.1

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the Central Finance Office

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

Initial onsite information provides a baseline for Phase I SPOEs.

VI. Proposed Future Activities to Achieve Results:

See Monitoring Data under GS.1

VII. Proposed Evidence of Change/Benchmarks:

See Monitoring Data under GS.1

VIII. Proposed Timelines and Resources:

See Monitoring Data under GS.1

Indicator GS.1 (b): Are deficiencies identified through the State's system for ensuring general supervision corrected in a timely manner?

I. Baseline Data/Current Reality:

Monitoring Summary

| Monitoring/Self-Study DMH/DHSS 1996-1999 | Change | Phase 1 Initial Monitoring November, 2002 |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 1. Lack of adequate notices and consents for evaluations and early intervention services | Development of standard forms; training of service coordinators SPOE staff was trained on the model forms in January and February of 2002. | Compliance Problem SPOEs 4, 5, 6 |
| 2. Failure to meet the 45 day timeline for evaluation and IFSP development | Development of vendor-based private service coordination to enhance capacity SPOE staff was trained on the model forms in January and February of 2002. | Compliance Problem SPOEs 1, 2, 4, 5, 6 |
| 3. Lack of written notification of IFSP meetings | Development of standard letter; training of service coordinators SPOE staff was trained on the model forms in January and February of 2002. | Not a problem |
| 4. Lack of an IFSP document with all required components | Development of standard forms; training of service coordinators SPOE staff was trained on the model forms in January and February of 2002. | Not a problem |
| 5. Lack of documentation of all early intervention services | Development of standard forms; training of service coordinators SPOE staff was trained on the model forms in January and February of 2002. | Compliance Problem SPOE 6 |
| 6. Lack of documentation for required developmental assessments | Development of standard forms; training of service coordinators SPOE staff was trained on the model forms in January and February of 2002. | Not a problem |
| 7. Failure to notify the public of confidentiality procedures | DESE to develop public announcement and publish statewide DESE will conduct. | Not a problem |
| 8. Failure to appropriately apply eligibility criteria | Development of process document/form and development of training module to address this issue. SPOE staff was trained on the model forms in January and February of 2002. | Compliance Problem SPOEs 1, 2, 4, 5, 6 |

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standards training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

Due to system redesign, the agencies monitored during the years 1996-1999 are no longer responsible agencies under the present First Steps system.

VI. Proposed Future Activities to Achieve Results:

The responsible components of the present system will be monitored for all areas of deficiency identified in previous monitoring and, if found out of compliance, will be given corrective action plans with follow-up activities.

VII. Proposed Evidence of Change/Benchmarks:

Monitoring results will indicate that all areas of deficiency identified in previous monitoring of Part C responsible agencies have been corrected in the new First Steps system.

VIII. Proposed Timelines and Resources:

July, 2004 - Compliance staff

Indicator GS.1 (c): Are enforcement actions used when necessary to address persistent deficiencies?

I. Baseline Data/Current Reality:

No sanctions or enforcement actions have been taken against DMH or DHSS (The other state agencies formally responsible for Missouri First Steps). *See page 7, Part C, General Supervision of the Missouri Self-Assessment.*

II. Activities to Achieve Results:

Missouri State Plan for Part C revised enforcement procedures section (*See page 40*).

III. Evidence of Change/Benchmarks:

Missouri State Plan implemented.

IV. Timelines and Resources:

March 24, 2003

V. Explanation and Analysis of Progress (or Slippage):

Missouri State Plan implemented for 2002-2003.

VI. Proposed Future Activities to Achieve Results:

Implementation of revised monitoring system.

VII. Proposed Evidence of Change/Benchmarks:

Enforcement actions will be implemented if persistent deficiencies are found.

VIII. Proposed Timelines and Resources:

2003-2004

Indicator GS.1 (e): Are complaint investigations, mediations, and due process hearings and reviews conducted and corrected in a timely manner?

I. Baseline Data/Current Reality:

Taken from Child Complaint database as of 6/25/03

| 2001-2002 | Child Complaints | Due Process |
|----------------------------|------------------|-------------|
| Filed | 3 | 1 |
| Completed within Timelines | 2 | - |
| Withdrawn | 1 | 1 |

II. Activities to Achieve Results:

Internal database developed in the Division of Special Education to assist with managing the data.

III. Evidence of Change/Benchmarks:

Database in operation

IV. Timelines and Resources:

2001-2002 Compliance Section

V. Explanation and Analysis of Progress (or Slippage):

Child Complaint and Due Process have been limited under Part C

Improved data reporting

VI. Proposed Future Activities to Achieve Results:

Data will be included in monitoring activities

VII. Proposed Evidence of Change/Benchmarks:

Data included in revised monitoring system

VIII. Proposed Timelines and Resources:

2003-2004 Implementation of revised monitoring system

Indicator GS.1 (f): Are parents and eligible youth with disabilities aware of and have access to their right to effective systems for parent and child protections?

I. Baseline Data/Current Reality:

See page 3, Part C General Supervision of the Missouri Self-Assessment

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training
- Internal Child Complaint and Due Process databases developed in the Division of Special Education to assist with managing the data.

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO
April 1, 2002 Phase I 5 SPOEs implemented in 18 counties
March 1, 2003 Phase II 21 SPOEs implemented in 95 counties
State General Revenue
Part C funds

V. Explanation and Analysis of Progress (or Slippage):

None at this time.

VI. Proposed Future Activities to Achieve Results:

Data from the Child Complaint and Due Process data systems will be analyzed and incorporated into the revised monitoring system.

VII. Proposed Evidence of Change/Benchmarks:

Data will continue to show that parents are aware of and have access to their rights.

VIII. Proposed Timelines and Resources:

Ongoing: Compliance Section

Component/Desired Result GS.2: Are child find and appropriate and timely services ensured through interagency agreements and assignment of fiscal responsibility?

I. Baseline Data/Current Reality:

Child Find

- Responsibilities for Child Find and referral to the Part C system for Missouri State agencies are included in Missouri Regulations for Part B (page 11), Part C (page 20) and Interagency Agreements with the Departments of Mental Health (DMH), Health (DHSS) and Social Services (DSS). These regulations and agreement assure the timely referral of infants and toddlers with suspected disabilities to Missouri's Part C system for eligibility determination.

Provision of Services

- Intake Service Coordination is provided through contracts with the Lead Agency. Through a system of 26 System Points of Entry (SPOEs), intake service coordinators accept referrals and coordinate the evaluation process to determine eligibility for the Part C system.
- DMH, through the interagency agreement, funds ongoing Service Coordination for up to 2300 eligible infants and toddlers. Service coordination for all other eligible infants and toddlers is provided via independent service coordinators who have contractual agreements with the lead agency. All service coordinators are enrolled with the Central Finance Office and are listed on the State's Provider Matrix, which allows families to select their ongoing service coordinator. These systems of service coordination provide choice for families as well as the timely selection of service coordinators by families.
- Qualified personnel who are under contract with DESE provide all other early intervention services required by Part C. These providers bill the Central Finance Office (CFO). The CFO in turn, bills Department of Social Services (Medicaid) who reimburses the CFO per the interagency agreement between DMS and DESE.

Fiscal Responsibility

- DMH funds Service Coordination for 2300 children.
- DSS provides Medicaid reimbursement for eligible early intervention services and administrative work completed by the SPOEs.
- DESE received in the 2003 legislative session, a one time 1.4 million core transfer of State General Revenue from the Departments of Mental Health and Health for early intervention services. This core transfer will be used along with other General Revenue Appropriations received by DESE to fund early intervention services via the CFO.

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

Interagency agreements are being revised consistent with Statewide implementation of the new First Steps system.

VI. *Proposed Future Activities to Achieve Results:*

1. Meet with DMH to revise interagency agreement.
2. Meet with DHSS to revise interagency agreement.
3. Meet with DMS to revise interagency agreement.

VII. *Proposed Evidence of Change/Benchmarks:*

Updated agreements with all three agencies.

VIII. *Proposed Timelines and Resources:*

2003-2004: Compliance

Component/Desired Results GS.5: Do appropriately trained public and private providers, administrators, teachers, paraprofessionals and related service personnel provide service to infants and toddlers with disabilities and their families?

I. Baseline Data/Current Reality:

October 2002 data: Providers of Special Education Services by Service Type and Caseload

| Service Provider Type | Number of Services Received | Number of Enrolled Providers | Average Caseload |
|---------------------------------------------------|-----------------------------|------------------------------|------------------|
| ABA | 55 | 44 | 1.25 |
| Assistive Technology Providers | 595 | 73 | 8.15 |
| Audiologist | 109 | 11 | 9.91 |
| Interpreters (Bilingual and Sign) | 20 | 12 | 1.67 |
| Nurses | 21 | 13 | 1.62 |
| Nutritionists | 274 | 7 | 39.14 |
| Occupational Therapists | 1,858 | 276 | 6.73 |
| Orientation and Mobility Specialists | 0 | 2 | 0.00 |
| Paraprofessionals | 0 | 4 | 0.00 |
| Parent Advisors for Child with Sensory Impairment | 10 | 4 | 2.50 |
| Physical Therapists | 1,869 | 218 | 8.57 |
| Physicians and Pediatricians | 1 | 2 | 0.50 |
| Psychologists | 0 | 6 | 0.00 |
| Service Coordination | 1,166 | 62 | 18.81 |
| Social Workers | 84 | 15 | 5.60 |
| Special Instruction | 1,330 | 143 | 9.30 |
| Speech and Language Pathologists | 2,640 | 330 | 8.00 |
| Total | 10,032 | 1,222 | 8.21 |

June 1, 2003 data: Providers of Special Education Services by Service Type and Caseload

| Service Provider Type | Number of Services Received | Number of Enrolled Providers | Average Caseload |
|---------------------------------------------------|-----------------------------|------------------------------|------------------|
| ABA | 291 | 216 | 1.35 |
| Assistive Technology Providers | 674 | 105 | 6.42 |
| Audiologist | 124 | 22 | 5.64 |
| Interpreters (Bilingual and Sign) | 57 | 22 | 2.59 |
| Nurses | 90 | 32 | 2.81 |
| Nutritionists | 275 | 10 | 27.50 |
| Occupational Therapists | 3,197 | 489 | 6.54 |
| Orientation and Mobility Specialists | 0 | 2 | 0.00 |
| Paraprofessionals | 0 | 31 | 0.00 |
| Parent Advisors for Child with Sensory Impairment | 0 | 7 | 0.00 |
| Physical Therapists | 2,951 | 425 | 6.94 |
| Physicians and Pediatricians | 0 | 2 | 0.00 |
| Psychologists | 12 | 4 | 3.00 |
| Service Coordination | 3,677 | 227 | 16.20 |
| Social Workers | 73 | 20 | 3.65 |
| Special Instruction | 2234 | 272 | 8.21 |
| Speech and Language Pathologists | 3,878 | 608 | 6.38 |
| Total | 15,008 | 2,494 | 6.02 |

II. Activities to Achieve Results:

Missouri will continue to enroll those providers who meet the personnel standards as outlined in the Personnel Guide for the Early Intervention Credential. These enrolled providers are the only professionals who can be authorized to perform evaluation and assessments for First Steps.

III. Evidence of Change/Benchmarks:

Providers were previously enrolled through DMH and DHSS

IV. Timelines and Resources:

Missouri began enrolling appropriate, qualified personnel through a Central Finance Office (CFO) in January 2002.

V. Explanation and Analysis of Progress (or Slippage):

Increase is due to statewide implementation of new system

VI. *Proposed Future Activities to Achieve Results:*

Provider recruitment activities will continue to ensure that there are sufficient numbers of qualified personnel to perform evaluation and assessments in a timely manner. Utilize data reports for targeted provider recruitment activities in specific areas of the state:

1. Specialty by SPOE by County
2. State Map of PT/OT/Speech Providers

Incorporate into the data system reasons for exceeding timelines on initial evaluation and assessment due to lack of providers.

VII. *Proposed Evidence of Change/Benchmarks:*

Review of data system authorizations, monitoring results and complaint system data indicates that only qualified, enrolled providers are conducting evaluations and assessments.

Review of data reports, monitoring results and complaint system data indicates that children are receiving evaluations and assessments in a timely manner.

Data indicates that the reason for exceeding the 45-day timeline due to lack of provider decreases.

VIII. *Proposed Timelines and Resources:*

Ongoing: Division of Special Education staff and Central Finance

Office Ongoing: Data reports, Division of Special Education staff and First Steps Facilitators.

September 2003: Central Finance Office software change and Division of Special Education staff.

Other Indicators: GS.6 Impact of any Personnel Shortages on Provision of Early Intervention

I. Baseline Data/Current Reality:

See data reported on GS.5

Current data system does not allow for determination of reasons when 45-day timeline is not met.

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

V. Explanation and Analysis of Progress (or Slippage):

Providers now enroll with the Central Finance Office (CFO).

VI. *Proposed Future Activities to Achieve Results:*

The Division of Special Education will monitor the availability of qualified personnel for the delivery of IFSP services through several methods:

- Specialty by SPOE by County report
- State Map of PT/OT/Speech Providers report
- State Map of Service Coordinators report
- On-line Service Provider Matrix
- Contacts with SPOEs and First Steps Facilitators
- Child Complaint Findings

The Division of Special Education, in cooperation with the First Steps Facilitators and SPOEs, will actively recruit qualified personnel in counties or regions of the state where personnel shortages have been identified.

Incorporate into the data system reasons for exceeding timelines on initial evaluation and assessment due to lack of provider.

Add to data systems reasons for exceeding 45-day timeline.

Monitoring procedures will incorporate the review of SPOE data to determine the extent to which the 45-day timeline from referral to initial IFSP is not being met.

Monitoring procedures will incorporate the review of timely provision of appropriate early intervention services specified in the IFSP.

Training and technical assistance will continue to be provided through several methods about the First Steps process and timelines.

- Module Training
- Practice Manual
- Process and Forms Video
- Service Coordination conference calls

The Division of Special Education will make available to all providers written clarification on the topics of waiting lists for services and compensatory services.

VII. *Proposed Evidence of Change/Benchmarks:*

Review of data system reports, monitoring and system complaint data indicates that there are sufficient numbers of qualified personnel to deliver IFSP services in a timely manner. Service coordinators, SPOEs and families report that qualified personnel are providing IFSPs services in a timely manner.

The number of calls to the Division of Special Education regarding shortages of providers decreases, as recorded by the compliance phone call tracking system.

Implementation of recruitment activities results in the enrollment of targeted providers in specific areas of the state.

Data indicates that the reason for exceeding the 45-day timeline due to lack of provider decreases.

Review of data reports, monitoring results and complaint system data indicates that children are receiving evaluations and assessments in a timely manner.

Review of data reports, monitoring results and complaint system data indicates that children are receiving appropriate IFSP services in a timely manner.

The number of First Steps credentialed providers increases and the number of children not receiving timely evaluation, assessment and IFSP services decreases.

Children will not have to wait for IFSP services due to a lack of provider and compensatory services will be offered to families when appropriate.

VIII. *Proposed Timelines and Resources:*

Ongoing: Data Reports, Division of Special Education staff, First Steps Facilitators, SPOEs

Ongoing: Effective Practices staff, First Steps Facilitators, SPOEs, provider recruitment materials, provider enrollment materials

September 2003: Central Finance Office software change, Division of Special Education staff

April 2004: Compliance staff, Compliance Monitoring System (CMS) data reports

April 2004: Compliance staff, Compliance Monitoring System (CMS), data reports

Ongoing: First Steps Module Training, First Steps Practice Manual, First Steps Process and Forms Video, Division of Special Education staff, data reports

July 2003: Compliance staff

Cluster Area:
Comprehensive Public Awareness and
Child Find System

Cluster Area: Comprehensive Public Awareness and Child Find System

Objective: All infants and toddlers with developmental delays, disabilities and/or who are at-risk are identified, evaluated and referred for services.

Component/Desired Result CC.1: Does the implementation of a comprehensive, coordinated Child Find system result in the identification, evaluation and assessment of all eligible infants and toddlers?

I. Baseline Data/Current Reality:

Total number of referrals since implementation of the redesigned program: 3878

Counts of Infants and Toddlers under three years old with IFSPs as of First of the Month ***

| 4/1/02* | 5/1/02 | 6/1/02 | 7/1/02 | 8/1/02 | 9/1/02 | 10/1/02 | 11/1/02 | 12/1/02 | 1/1/03 | 2/1/03 | 3/1/03** | 4/1/03 | 5/1/03 | 6/1/03 |
|-------------|--------|--------|--------|--------|--------|---------|---------|---------|--------|--------|----------|--------|--------|--------|
| 1,174 | 1,394 | 1,577 | 1,804 | 2,053 | 2,265 | 2,362 | 2,575 | 2,824 | 3,012 | 3,141 | 3,296 | 3,333 | 3,384 | 3,323 |
| Increase of | 220 | 183 | 227 | 249 | 212 | 97 | 213 | 249 | 188 | 129 | 155 | 37 | 51 | -61 |

*Phase 1 Implementation (4/1/02) **Phase 2 Implementation (3/1/03)

***Counts only reflect the number of IFSPs that were entered into the SPOE database as of June, 2003. Therefore, for the earlier months, the actual number of IFSPs is higher than shown.

Child Count as of 6/1/03 by Race

| Race | Count | % |
|-----------------------------------|-------|--------|
| American Indian or Alaska Native | 2 | 0.06% |
| Asian/Pacific Islander | 68 | 2.05% |
| Black, African Am. (Not Hispanic) | 435 | 13.09% |
| Hispanic/Latino | 93 | 2.80% |
| White (Not Hispanic) | 2,725 | 82.00% |
| Total | 3,323 | |

Count of Referral Sources – All Children under 3 years of age who received an IFSP

| | |
|-------------------------------------|-----|
| Advertising | 2 |
| DFS Office | 15 |
| Early Head Start | 12 |
| Early Intervention Program | 59 |
| Education Agency | 14 |
| Friend | 16 |
| Hospital Diagnostic Program | 232 |
| Local Council | 2 |
| MCH Clinic | 2 |
| Multi service Mental Health Agency | 25 |
| Neonatal Intensive Care Unit [NICU] | 93 |
| Other Mental Health Practitioner | 7 |
| Other Referral Source | 85 |

| | |
|-------------------------------------|------|
| Parent | 840 |
| Parents as Teachers | 413 |
| Physician - Other Than Primary Care | 56 |
| Physician - Primary Care | 186 |
| Public Health Nurse | 10 |
| Relative | 26 |
| Self | 23 |
| Shelter for Homeless or Abused | 2 |
| Social Service Agency | 27 |
| State Operated Facility | 35 |
| Total | 2182 |

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

Increases due to statewide implementation of redesigned First Steps system.

VI. Proposed Future Activities to Achieve Results:

This plan needs to be reviewed by the Division of Special Education and revised to include:

1. Activities that target specific racial/ethnic groups to promote referrals from diverse populations;
2. Specific public awareness activities, in addition to materials, that targets critical referral sources such as medical community, Parents as Teachers and other community providers of services to young children and their families.

Missouri will continue to consider an expansion of the eligibility criteria to be less restrictive and include at-risk infants and toddlers.

Monitoring procedures will incorporate a review of the application of First Steps eligibility criteria to ensure that it is being applied appropriately.

VII. Proposed Evidence of Change/Benchmarks:

1. Public Relations plan will be reviewed and revised.
2. Public Relations plan will be fully implemented.
3. Referral data reflecting the percentage of referrals from racial/ethnic minority population groups is consistent with Missouri demographics.
4. The percent of children referred is consistent with the percent of children born with potentially eligible conditions as reflected in the Department of Health and Senior Services (DHSS) Birth Defects report.
5. The percentage of referrals that progress to IFSP development will be 80% or higher.
6. The percent of children served in Part C as measured by the December child count will be consistent with the national participation rate as follows:

| | |
|-----------|-------|
| Dec. 2003 | 1.55% |
| Dec. 2004 | 1.65% |
| Dec. 2005 | 1.75% |
| Dec. 2006 | 1.85% |
| Dec. 2007 | 2.00% |

7. Missouri will review impact data to determine if change to a less restrictive eligibility criteria would be feasible from a fiscal standpoint.
8. Monitoring findings will show a decrease in the number of children inappropriately determined eligible for First Steps services.

VIII. Proposed Timelines and Resources:

December 2003: Division of Special Education staff

July 2004: Division of Special Education staff; funds for materials development/distribution and other public awareness activities; Local Interagency Coordinating Councils (LICCs); System Points of Entry (SPOEs)

January 2008: Statewide referral data from Central Finance Office (CFO)

January 2008: Statewide referral data from CFO; statewide Birth Defects Report from DHSS

July 2005: Referral to IFSP report from the CFO

December 2007: December 2003 –2007 child count reports

July 2006: Report of total number of children served; average cost per child report; annual budget report

July 2003: Compliance staff

Indicator CC.1 (a): Is the percentage of eligible infants and toddlers determined eligible for Part C comparable to State and national demographic data for the percentage of infants and toddlers with developmental delays?

I. Baseline Data/Current Reality:

Children under 3 years of age with an active IFSP on 6/1/03

| Primary diagnosis | Count |
|-------------------------|-------|
| 50% developmental delay | 1,647 |
| Medical diagnosis | 1,400 |
| Low birth weight | 276 |
| Total | 3,323 |

Active Children under 3 years of age with an IFSP and percentage based on 2000 census population (under 3 years of age)

| SPOE | | Active | 2000 US Census | % |
|-------|----------------------------------------|--------|----------------|-------|
| *1000 | St Louis (Region #2) | 922 | 51,701 | 1.78% |
| *1100 | St Charles (Region #1) | 257 | 12,770 | 2.01% |
| *1200 | Atchison area (Region #4) | 22 | 1,923 | 1.14% |
| *1300 | Platte/Clay/Ray (Region #6) | 223 | 11,888 | 1.88% |
| *1400 | Andrew (St Joe) (Region #5) | 83 | 5,317 | 1.56% |
| 1500 | SE Mo (Region #7, 21, 23) | 167 | 15,796 | 1.06% |
| 1700 | Kirksville (Region #8) | 30 | 2,632 | 1.14% |
| 1800 | Kansas City (Region #9) | 365 | 27,839 | 1.31% |
| 1900 | Sedalia (Region #10) | 73 | 6,380 | 1.14% |
| 2000 | Columbia (Region #11) | 151 | 9,498 | 1.59% |
| 2100 | SW Mo (Region #12, 14, 15) | 186 | 19,837 | 0.94% |
| 2200 | Springfield (Region #13) | 235 | 13,695 | 1.72% |
| 2500 | Jeff City (Region #16) | 80 | 5,872 | 1.36% |
| 2600 | Camdenton/Rolla (Region #17) | 69 | 6,316 | 1.09% |
| 2800 | Union (Region #19) | 77 | 4,408 | 1.75% |
| 2900 | Cuba (Region #20) | 27 | 2,408 | 1.12% |
| 3100 | S Central Mo/W Plains (Region #18, 22) | 39 | 6,554 | 0.60% |
| 3300 | N Central Mo (Region #24) | 22 | 2,066 | 1.06% |
| 3400 | Shelby (Region #25) | 27 | 2,080 | 1.30% |
| 3500 | Montgomery City (Region #26) | 49 | 3,602 | 1.36% |
| 3600 | Jefferson County (Region #3) | 219 | 8,486 | 2.58% |
| Total | | 3,323 | 221,068 | 1.50% |

| National Baseline December 1, 2001 <i>% Based on 2000 Census (Does not include At Risk)</i> | |
|---------------------------------------------------------------------------------------------------------------|-------|
| National | 2.10% |
| Mo. Self Assessment (October 2002) | 1.28% |
| Missouri (June 1, 2003) | 1.50% |

*Phase I SPOEs

II. Activities to Achieve Results:

A public awareness workgroup met in 2000 to develop a public relations plan. The plan is divided into 3 phases of activities and all the Phase I activities have been completed to date. One of the Phase II activities has been completed, however the remaining Phase II and III activities need to be implemented.

III. Evidence of Change/Benchmarks:

Plan was to be implemented when all SPOEs are operational.

IV. Timelines and Resources:

2003-2004 Part C

V. Explanation and Analysis of Progress (or Slippage):

Increases due to statewide implementation of redesigned First Steps system.

VI. Proposed Future Activities to Achieve Results:

This plan needs to be reviewed by the Division of Special Education and revised to include:

1. Activities that target specific racial/ethnic groups to promote referrals from diverse populations;
2. Specific public awareness activities, in addition to materials, that targets critical referral sources such as medical community, Parents as Teachers and other community providers of services to young children and their families.

Missouri will continue to consider an expansion of the eligibility criteria to be less restrictive and include at-risk infants and toddlers.

Monitoring procedures will incorporate a review of the application of First Steps eligibility criteria to ensure that it is being applied appropriately.

VII. Proposed Evidence of Change/Benchmarks:

1. Public Relations plan will be reviewed and revised.
2. Public Relations plan will be fully implemented.
3. Referral data reflecting the percentage of referrals from racial/ethnic minority population groups is consistent with Missouri demographics.
4. The percent of children referred is consistent with the percent of children born with potentially eligible conditions as reflected in the Department of Health and Senior Services (DHSS) Birth Defects report.
5. The percentage of referrals that progress to IFSP development will be 80% or higher.
6. The percent of children served in Part C as measured by the December child count will be consistent with the national participation rate as follows:

| | |
|-----------|-------|
| Dec. 2003 | 1.55% |
| Dec. 2004 | 1.65% |
| Dec. 2005 | 1.75% |
| Dec. 2006 | 1.85% |
| Dec. 2007 | 2.00% |
7. Missouri will review impact data to determine if change to a less restrictive eligibility criteria would be feasible from a fiscal standpoint.
8. Monitoring findings will show a decrease in the number of children inappropriately determined eligible for First Steps services.

VIII. Proposed Timelines and Resources:

December 2003: Division of Special Education staff

July 2004: Division of Special Education staff; funds for materials development/distribution and other public awareness activities; Local Interagency Coordinating Councils (LICCs); System Points of Entry (SPOEs)

January 2008: Statewide referral data from Central Finance Office (CFO)

January 2008: Statewide referral data from CFO; statewide Birth Defects Report from DHSS

July 2005: Referral to IFSP report from the CFO

December 2007: December 2003 –2007 child count reports

July 2006: Report of total number of children served; average cost per child report; annual budget report

July 2003: Compliance staff

Indicator CC.1 (b): Is the percentage of eligible infants with disabilities under the age of one that are receiving Part C services comparable with national and state prevalence data?

I. Baseline Data/Current Reality:

Count of children under 1 year of age, compared to the under 1 year of age 2000 US Census – as of 6/1/03

| SPOE | | Active | Census | % |
|-------|----------------------------------------|--------|--------|-------|
| *1000 | St Louis (Region #2) | 115 | 16,773 | 0.69% |
| *1100 | St Charles (Region #1) | 26 | 4,109 | 0.63% |
| *1200 | Atchison area (Region #4) | 5 | 650 | 0.77% |
| *1300 | Platte/Clay/Ray (Region #6) | 31 | 3,879 | 0.80% |
| *1400 | Andrew (St Joe) (Region #5) | 10 | 1,789 | 0.56% |
| 1500 | SE Mo (Region #7, 21, 23) | 24 | 5,238 | 0.46% |
| 1700 | Kirksville (Region #8) | 6 | 820 | 0.73% |
| 1800 | Kansas City (Region #9) | 45 | 9,391 | 0.48% |
| 1900 | Sedalia (Region #10) | 5 | 2,125 | 0.24% |
| 2000 | Columbia (Region #11) | 33 | 3,111 | 1.06% |
| 2100 | SW Mo (Region #12, 14, 15) | 25 | 6,456 | 0.39% |
| 2200 | Springfield (Region #13) | 32 | 4,645 | 0.69% |
| 2500 | Jeff City (Region #16) | 13 | 1,940 | 0.67% |
| 2600 | Camdenton/Rolla (Region #17) | 16 | 2,143 | 0.75% |
| 2800 | Union (Region #19) | 6 | 1,422 | 0.42% |
| 2900 | Cuba (Region #20) | 2 | 804 | 0.25% |
| 3100 | S Central Mo/W Plains (Region #18, 22) | 7 | 2,133 | 0.33% |
| 3300 | N Central Mo (Region #24) | 1 | 670 | 0.15% |
| 3400 | Shelby (Region #25) | 4 | 708 | 0.56% |
| 3500 | Montgomery City (Region #26) | 8 | 1,172 | 0.68% |
| 3600 | Jefferson County (Region #3) | 27 | 2,864 | 0.94% |
| Total | | 441 | 72,842 | 0.61% |

*Phase I SPOEs

| | |
|--------------------------------------------------------------|-------|
| National Baseline December 1, 2001 % Excluding At Risk | |
| National | 0.90% |
| MO Self Assessment (October 2002) | 0.48% |
| Missouri (June 1, 2003) | 0.61% |

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

Increases due to statewide implementation of the redesigned First Steps system.

VI. Proposed Future Activities to Achieve Results:

This plan needs to be reviewed by the Division of Special Education and revised to include:

1. Activities that target specific racial/ethnic groups to promote referrals from diverse populations;
2. Specific public awareness activities, in addition to materials, that targets critical referral sources such as medical community, Parents as Teachers and other community providers of services to young children and their families.

Missouri will continue to consider an expansion of the eligibility criteria to be less restrictive and include at-risk infants and toddlers.

Monitoring procedures will incorporate a review of the application of First Steps eligibility criteria to ensure that it is being applied appropriately.

VII. Proposed Evidence of Change/Benchmarks:

1. PR plan will be reviewed and revised.
2. PR plan will be fully implemented.
3. Referral data reflecting the percentage of referrals from racial/ethnic minority population groups is consistent with Missouri demographics.
4. The percent of children referred is consistent with the percent of children born with potentially eligible conditions as reflected in the Department of Health and Senior Services (DHSS) Birth Defects report.
5. The percentage of referrals that progress to IFSP development will be 80% or higher.
6. The percent of children served in Part C as measured by the December child count will be consistent with the national participation rate as follows:

| | |
|-----------|-------|
| Dec. 2003 | 0.65% |
| Dec. 2004 | 0.70% |
| Dec. 2005 | 0.75% |
| Dec. 2006 | 0.80% |
| Dec. 2007 | 0.90% |
7. Missouri will review impact data to determine if change to a less restrictive eligibility criteria would be feasible from a fiscal standpoint.
8. Monitoring findings will show a decrease in the number of children inappropriately determined eligible for First Steps services.

VIII. *Proposed Timelines and Resources:*

December 2003: Division of Special Education staff

July 2004: Division of Special Education staff; funds for materials development/distribution and other public awareness activities; Local Interagency Coordinating Councils (LICCs); System Points of Entry (SPOEs)

January 2008: Statewide referral data from Central Finance Office (CFO)

January 2008: Statewide referral data from CFO; statewide Birth Defects Report from DHSS

July 2005: Referral to IFSP report from the CFO

December 2007: December 2003 –2007 child count reports

July 2006: Report of total number of children served; average cost per child report; annual budget report

July 2003: Compliance staff

Cluster Area: Family-Centered Services

Cluster Area: *Family-Centered Services*

Objective: Outcomes for infants and toddlers and their families are enhanced by family centered supports and systems of services.

Component/Desired Result CF: Do family supports, services and resources increase the family's capacity to enhance outcomes for infants and toddlers and their families?

I. *Baseline Data/Current Reality:*

Part C-Family Centered Services:

"OSEP could not determine from the self-assessment whether IFSPs include:

1. With the family concurrent, a statement of the family's resources, priorities and concerns, related to enhancing the development of the child;
2. A statement of the major outcomes expected to be achieved with the child and the family;
3. Early intervention services to meet the unique needs of the family, as required by 34 CFR §303.344(b), (c), and (d) (1)."

All of the above items are included in the revised monitoring

Standard IFSP form has been developed and is being implemented at all SPOEs

Initial Phase I monitoring did not find this to be a concern

II. *Activities to Achieve Results:*

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. *Evidence of Change/Benchmarks:*

The above activities are all in operation

IV. *Timelines and Resources:*

Jan 2002: Contract for the CFO

April 1, 2002: Phase I 5 SPOEs implemented in 18 counties

March 1, 2003: Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. *Explanation and Analysis of Progress (or Slippage):*

None at this time

VI. *Proposed Future Activities to Achieve Results:*

With implementation of the First Steps System Redesign, the use of an IFSP form, which includes all components required by state and federal regulations, was mandated. The form includes the following sections: 1) with the family's concurrence, a section to document a statement of the family's resources, priorities and concerns, related to enhancing the development of the child; 2) a section for a statement of the major outcomes expected to be achieved for the child and the family; and 3) a section to document early intervention services to meet the unique needs of the family, as required by 34 CFR §303.344 (b), (c) and (d) (1).

VII. *Proposed Evidence of Change/Benchmarks:*

Monitoring of infant's and toddler's files will confirm that all responsible agencies in the Part C system are using the mandated form and completing all required components of the form.

VIII. *Proposed Timelines and Resources:*

July 2004: Compliance Staff, First Steps Facilitators/Consultants

Cluster Area:
Early Intervention Services in Natural
Environments

Cluster Area: *Early Intervention Services in Natural Environments*

Objective: Eligible infants and toddlers and their families receive early intervention services (EIS) in natural environments (NE) appropriate for the child.

Component/Desired Result CE.1: Do all families have access to a Service Coordinator that facilitates ongoing, timely early intervention services in natural environments?

I. *Baseline Data/Current Reality:*

Average Service Coordinator Caseloads

| Area | Number of Service Coordinators | Average Caseload |
|------------------------|--------------------------------|------------------|
| Phase I & Phase II | 198 | 16.78 |
| Statewide (old system) | 56 | 56.96 |

As of 6/1/03 SuperSPOE - 53 children did not have an ongoing service coordinator and did not have "service coordination" as a service type.

Children in Referral Status over 45 Days

| SPOE | # Of Children |
|-----------------------------|---------------|
| 1000 - St Louis (Region #2) | 470 |
| All Other SPOEs | 137 |
| Grand Total | 607 |

Includes all post-implementation Part C referrals who have never had an IFSP and have not been inactivated.

II. *Activities to Achieve Results:*

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. *Evidence of Change/Benchmarks:*

The above activities are all in operation

IV. *Timelines and Resources:*

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. *Explanation and Analysis of Progress (or Slippage):*

Increases due to statewide implementation of the redesigned First Steps system

VI. Proposed Future Activities to Achieve Results:

Division of Special Education First Steps management team will review the following service coordination data reports on a monthly basis:

Intake Coordinator

1. Referral to IFSP report
2. Terminations by Reason- Children Who Never Had an IFSP

Ongoing Service Coordinator

1. Service Coordinator Caseload report
2. Service Coordinators by County report
3. Terminations by Reason – Children Who Had an IFSP
4. Children Over the Age of Three Who Have Not Been Terminated
5. Overdue Annual IFSP report
6. Children Without a SC Assignment report

Add to data system reason codes for children in intake status over 45 days.

Incorporate procedures in the Part C monitoring system for reviewing the timely conduct of Part C to Part B transition.

Regular meetings with First Steps and statewide Early Childhood Special Education (ECSE) coalition to discuss Part C to Part B transition issues.

Training and technical assistance activities:

1. Service Coordination Training Module
2. Training Modules 1-4
3. On-line Practice Manual
4. Process and Forms Training Video
5. Monthly Service Coordination Conference Calls
6. Quarterly SPOE Meetings
7. Written technical assistance – FAQs and guidance letters
 - a. Natural Environments and Provider Availability
 - b. Group and Individual Services
 - c. Waiting Lists and Compensatory Services
 - d. Eligibility Determination
 - e. Release of Information
 - f. Non-traditional Therapies
 - g. ABA FAQ
 - h. Change of placement and location
 - i. Physician Scripts
 - j. Substitution of Personnel to include PTA/COTAs
 - k. SB874 guidance (transition to Part B)
 - l. Assistive Technology

Continue contracts with trained individuals to conduct targeted oversight activities with SPOEs, independent providers, and service coordinators.

Continue availability of Service Coordination recruitment brochure and information packet through First Steps Facilitators.

Continue implementation of provider recruitment plan, including service coordination, through First Steps Facilitators.

E-mail and phone technical assistance from Division of Special Education staff.

Develop survey of service coordinators to assess their perspectives on all training and technical assistance provided by the Division of Special Education.

All service coordinators must document achievement of their early intervention credential within 2 years of enrollment. Must document 3 credit points annually to renew credential.

VII. *Proposed Evidence of Change/Benchmarks:*

1. Number of children in intake status over 45 days decreases.
2. Number of terminations for the following reasons decrease: withdrawn, unable to contact/locate, refused.
3. Number of terminations due to ineligibility will remain at an appropriate percentage of total referrals.
1. Service coordinator caseloads do not exceed 50 children.
2. Service coordination is available in sufficient numbers to meet the demand in each county.
3. Number of terminations for the following reasons decrease: withdrawn, unable to contact/locate, refused.
4. All children over the age of 3 are exited from the Part C system in a timely fashion with the exception of 3rd birthday children.
5. Annual IFSP reviews are held within required timelines.
6. Number of children without an assigned service coordinator in the data system decreases.

Reasons for exceeding timelines will be due to family requested delays rather than system delays.

Review of CFO data reports, monitoring reports and complaint system reports indicates that eligible children have IFSPs in place within 45 days of referral and that eligible children have a smooth and effective transition to Part B services with an IEP in place by their third birthday.

Ongoing conversations between the Part C and Part B systems will result in a better understanding of transition issues.

Review of data system reports, monitoring, and system complaint data indicates that service coordinators are completing all required activities within timelines.

Review of data system reports, monitoring, and system complaint data indicates that children are identified and being provided with services within required timelines.

Sufficient numbers of service coordinators will be enrolled to meet the demand.

Sufficient numbers of service coordinators will be enrolled to meet the demand.

Review of data system reports, monitoring, and system complaint data indicates that service coordinators are completing all required activities within timelines.

Training and technical assistance activities are revised or initiated based upon results of survey and other evaluative measures.

CFO credential report reflects that all service coordinators earn their early intervention credential and maintain it annually.

VIII. *Proposed Timelines and Resources:*

Monthly, beginning July 2003: Data system reports, Division of Special Education First Steps management team

Monthly, beginning July 2003: Data system reports, Division of Special Education First Steps management team

August 2003: CFO software change, data report

September 2003: Compliance Staff

October 2003 and ongoing: Division of Special Education staff

Center for Innovations in Education, First Steps training coordination contractor, Effective Practices staff, Compliance staff, other Division of Special Education staff

1. Ongoing

2. Ongoing

3. Ongoing

4. July 2003

5. July 2003 and ongoing

6. August 2003 and ongoing

7.

a. September 2003

b. September 2003

c. July 2003

d. November 2003

e. July 2003

f. December 2003

g. July 2003

h. September 2003

i. July 2003

j. July 2003

k. July 2003

l. May 2004

Ongoing: Funds Management staff, fiscal resources

Ongoing: First Steps Facilitators, Funds Management staff, funds for materials distribution

Ongoing: First Steps Facilitators, Funds Managements staff, Effective Practices staff

Ongoing: Division of Special Education staff

July 2004: Effective practices staff

March 2005: Central Finance Office, Effective Practices staff

Component/Desired Result CE.2: Does the evaluation and assessment of child and family needs lead to identification of all child needs, and the family needs related to enhancing the development of the child?

I. Baseline Data/Current Reality:

Part C-Evaluations and Assessments:

The self-assessment included no data regarding whether, as required under 34 CFR §303.322:

- (1) Evaluations and assessment cover all five development areas and include family assessments;
- (2) Evaluations and assessments are performed appropriate qualified personnel;
- (3) there are sufficient numbers of qualified professionals to perform evaluation and assessments in a timely manner.

See Personnel reported at GS 5

The three items above are included in the current monitoring system

#1 was not found to be a concern in initial Phase I SPOE monitoring

#2 was not found to be a concern in initial Phase I SPOE monitoring

#3 a field is being added to the Child Data System regarding the 45-day timeline

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

Improvement due to implementation of redesigned First Steps system.

VI. *Proposed Future Activities to Achieve Results:*

Monitoring procedures will incorporate the review of the state mandated Eligibility Determination Documentation form to ensure that evaluations and assessments cover all five developmental areas.

The Missouri First Steps Practice Manual and Module II: Evaluation and Assessment contain information on evaluation and assessment and emphasize the requirement that all five areas of development must be addressed and that, with the families concurrence, a family assessment to determine the family's resources, priorities, and concerns must be conducted.

Monitoring procedures will incorporate the review of the state mandated IFSP form to ensure that consent is being obtained for a family assessment.

Data Systems will include reasons for exceeding the 45-day timeline due to lack of providers.

VII. *Proposed Evidence of Change/Benchmarks:*

Monitoring results will indicate that evaluations and assessments include information about all five developmental areas.

Monitoring results will indicate that evaluations and assessments include information about all five developmental areas and, with the family's concurrence, that a family assessment is conducted.

Monitoring results will indicate that with the family's concurrence, a family assessment is conducted and documented in the IFSP.

Data indicates that the reason for exceeding 45-day timelines due to lack of providers decreases.

VIII. *Proposed Timelines and Resources:*

April 2004 - Compliance staff, Compliance Monitoring System (CMS) data reports

April 2004 - Compliance staff, Compliance Monitoring System (CMS) data reports

April 2004 - Compliance staff, Compliance Monitoring System (CMS) data reports

Component/Desired Results CE.3: Are appropriate early intervention services in natural environments and informal supports meeting the unique needs of eligible infants and toddlers and their families?

I. Baseline Data/Current Reality:

Primary Setting for Children with an Active IFSP on 6/1/03

Children with an active IFSP under 3 years of age as of 6/1/03

| Setting | Count | % |
|------------------------|-------|--------|
| Community Setting | 243 | 7.31% |
| Home | 2,735 | 82.31% |
| Other Setting | 115 | 3.46% |
| Other Family Location | 37 | 1.11% |
| Special Purpose Center | 193 | 5.81% |
| Total | 3,323 | |

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

Missouri is continuing to see increases in Natural Environments since Phase II implementation.

VI. *Proposed Future Activities to Achieve Results:*

Continue monitoring of the SPOEs via the Child Data System
Explore incentives for providers to go into Natural Environments.
Develop written technical assistance on provision of services
Conduct follow-up survey six months post-exit from First Steps

VII. *Proposed Evidence of Change/Benchmarks:*

Continued increased growth in Natural Environments.

VIII. *Proposed Timelines and Resources:*

Ongoing – Compliance Staff
Exit Survey implemented 2003-04-Data Coordination and Compliance

Indicator CE.3 (a): What percentage of children are receiving age-appropriate services primarily in home, community-based settings, and in programs designed for typically developing peers?

I. Baseline Data/Current Reality:

Primary Setting for Children with an Active IFSP on 6/1/03

Children with an active IFSP under 3 years of age as of 6/1/03

| Setting | Count | % |
|------------------------|-------|--------|
| Community Setting | 243 | 7.31% |
| Home | 2,735 | 82.31% |
| Other Setting | 115 | 3.46% |
| Other Family Location | 37 | 1.11% |
| Special Purpose Center | 193 | 5.81% |
| Total | 3,323 | |

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

See CE.3

VI. Proposed Future Activities to Achieve Results:

See CE.3

VII. Proposed Evidence of Change/Benchmarks:

See CE.3

VIII. Proposed Timelines and Resources:

See CE.3

Indicator CE.3 (b): What percentage of children participating in the Part C program demonstrates improved and sustained functional abilities? (cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development.)

I. Baseline Data/Current Reality:

Inactivation reasons of children under 3 years of age who have had an IFSP (as of 6/1/03)

| Reason | Count | % |
|--------------------------------------------|-------|--------|
| Child Deceased | 17 | 1.75% |
| Completion of IFSP | 71 | 7.30% |
| Eligible for Part B | 98 | 10.07% |
| Part B Ineligible, Exit to Other Programs | 35 | 3.60% |
| Part B Ineligible, Exit with no Referral | 27 | 2.77% |
| Moved Out of State | 48 | 4.93% |
| Moved to another SPOE | 54 | 5.55% |
| Part B Referral Refused by Parent/Guardian | 40 | 4.11% |
| Transition to Part B | 499 | 51.28% |
| Unable to Contact/Locate | 40 | 4.11% |
| Withdrawn by Parent/Guardian | 44 | 4.52% |
| Total | 973 | |

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

None at this time

VI. Proposed Future Activities to Achieve Results:

Continue discussion of 0-5 system

Continue discussion on linking data from Part C Child Data and Monitoring System with Part B Early Childhood Special Education data

Analyze follow-up survey results

VII. Proposed Evidence of Change/Benchmarks:

Continued improvement

VIII. Proposed Timelines and Resources:

Ongoing – Compliance staff

Follow-up survey conducted 2003-04 – Compliance and Data Coordination staff

Indicator CE.3 (c): What percentage of children and their families receive all the services identified on their IFSP?**I. Baseline Data/Current Reality:**

| Month | 9-02 | 10-02 | 12-02 | 1-03 | 2-03 | 3-03 | 4-03 |
|-------------------|-------|-------|-------|-------|-------|-------|-------|
| Providers On file | 1,165 | 1,380 | 1,669 | 1,764 | 1,994 | 2,078 | 2,183 |

Provider counts are as of 5/29/03 and were provided by the CFO.

See Monitoring Data at GS.1

II. Activities to Achieve Results:

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

III. Evidence of Change/Benchmarks:

The above activities are all in operation

IV. Timelines and Resources:

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. Explanation and Analysis of Progress (or Slippage):

Increases due to implementation of redesigned First Steps system.

VI. Proposed Future Activities to Achieve Results:

This item is included in revised Monitoring System.

Analyzes of IFSP Services and authorizations/billing.

VII. Proposed Evidence of Change/Benchmarks:

IFSP Services and authorizations correspond.

VIII. Proposed Timelines and Resources:

Ongoing – Compliance Staff

Service Analysis 2003-04 – Funds and Compliance staff

Cluster Area:

Early Childhood Transitions

Cluster Area: *Early Childhood Transition*

Objective: Transition planning results in needed supports and services available and provided, as appropriate, to a child and the child's family when the child exits Part C.

Component/Desired Result C/BT.1: Do all children exiting Part C receive the services they need by their third birthday?

I. *Baseline Data/Current Reality:*

Part C – Early Childhood Transition:

OSEP could not determine from the self-assessment whether: (1) IFSPs include transition plans, as required under 34 CFR §303.344 (h); (2) Transition conferences are convened at least 90 days prior to a Part B – eligible child's third birthday, as required under 34 CFR §303.148 (b) (2) (i).

The standard IFSP form includes Transition Plan

Data system includes date of transition conference

II. *Activities to Achieve Results:*

The Department of Elementary and Secondary Education monitored the five Phase I SPOEs during October and November, 2002. *See Monitoring Data reported in GS.1.* Because the SPOEs had only been in operation for six months at the time of monitoring and because the Department of Elementary and Secondary Education did not have a finalized monitoring system for Part C in place, this monitoring was considered to be both a monitoring and technical assistance activity for those SPOEs.

III. *Evidence of Change/Benchmarks:*

- Established a Central Finance Office and Centralized Data system
- Established 26 System Points of Entry – Statewide
- Established a system to credential providers
- Established a CSPD system that includes five standard training modules
 - Orientation to First steps
 - Evaluation and Assessment
 - IFSP Outcomes in Natural Environments
 - Transitions
 - Service Coordination
 - System Point of Entry Training

IV. *Timelines and Resources:*

Jan 2002 contract for the CFO

April 1, 2002 Phase I 5 SPOEs implemented in 18 counties

March 1, 2003 Phase II 21 SPOEs implemented in 95 counties

State General Revenue

Part C funds

V. *Explanation and Analysis of Progress (or Slippage):*

None at this time.

VI. *Proposed Future Activities to Achieve Results:*

With implementation of the First Steps System Redesign the use of an IFSP form, which includes all components required by state and federal regulations, was mandated. The form includes a section to document transition planning as required by 34 CFR §303.344 (h).

Department of Elementary and Secondary Education staff will review CFO data system reports to determine if transition conferences are convened at least 180 days prior to a Part B-eligible child's third birthday, as required by state regulations.

With implementation of the First Steps System the use of an IFSP form, which includes all components required by state and federal regulations were mandated. The form includes the following sections: 1) with the family's concurrence, a section to document a statement of the family's resources, priorities and concerns, related to enhancing the development of the child; 2) a section for a statement of the major outcomes expected to be achieved for the child and the family; and 3) a section to document early intervention services to meet the unique needs of the family, as required by 34 CFR §303.344 (b), (c) and (d)(1).

The Department of Elementary and Secondary Education will conduct follow-up monitoring with the Phase I SPOEs within one year of their initial monitoring.

The Department of Elementary and Secondary Education will conduct initial monitoring with the phase II SPOEs within six months of their start-up.

Technical Assistance meeting held February 10, 2003 with representatives of the Department of Elementary and Secondary Education and the Phase I SPOEs. Statewide areas of non-compliance concern and methods to resolve those concerns were discussed.

Guidance Letter on Eligibility Determination, including the use of Informed Clinical Opinion, disseminated to all SPOE staff, On-going Service Coordinators and Providers in February 2003.

Develop monitoring procedures for the Part C system that will include monitoring of all agencies, institutions and organizations used by the state to carry out its Part C system and that will be effective in identifying and correcting any areas of non-compliance identified through monitoring activities.

Continue contracts with trained individuals to conduct targeted oversight activities with SPOEs, independent providers and service coordinators.

E-mail and phone technical assistance from DESE staff.

VII. *Proposed Evidence of Change/Benchmarks:*

The Department of Elementary and Secondary Education will monitor each Phase I SPOE for compliance with Part C Regulations.

Monitoring of IT files will confirm that all responsible agencies in the Part C system are using the mandated form and documenting transition planning in the appropriate section.

An analysis of data will indicate that transition conferences for Part B eligible children are convened at least 180 days prior to the child's third birthday.

Monitoring of IT files will confirm that all responsible agencies in the Part C system are using the mandated form and completing all required components of the form.

All areas of non-compliance identified during the initial monitoring of Phase I SPOEs will be corrected.

The Department of Elementary and Secondary Education will monitor each Phase II SPOE for compliance with Part C regulations.

All areas of non-compliance identified during the initial monitoring of Phase I SPOEs will be corrected.

Data from follow-up monitoring of Phase I SPOEs and initial monitoring of Phase II SPOEs will indicate that appropriate eligibility determinations are being made.

Data from the CFO data system, monitoring system and complain system indicates that all agencies, institutions and organizations used by the State to carry out its Part C system have been monitored and that areas of non-compliance have been identified and corrected in a timely manner.

Data from the CFO data system, monitoring system and complaint system indicates that all agencies, institutions and organizations used by the State to carry out its Part C system have been monitored and that areas of non-compliance have been identified and corrected in a timely manner

Data from the CFO data system, monitoring system and complain system indicates that all agencies, institutions and organizations used by the State to carry out its Part C system have been monitored and that areas of non-compliance have been identified and corrected in a timely manner

VIII. *Proposed Timelines and Resources:*

October/November, 2002: Compliance Staff

July, 2004: Compliance Staff, First Steps Facilitators/Consultants

July 2003 and ongoing: Division of Special Education staff

July, 2004: Compliance Staff, First Steps Facilitators/Consultants

October/November, 2003: Compliance Staff

October/November, 2003: Compliance Staff

October/November, 2003: Compliance Staff

October/November, 2003: Compliance Staff

July 2004: CFO reports, monitoring system reports, complaint system reports.

July 2004: CFO reports, monitoring system reports, complaint system reports.

July 2004: CFO reports, monitoring system reports, complaint system reports.

Indicator C/BT.1 (a): Are all children eligible for Part B services receiving special education and related services by their third birthday?

I. Baseline Data/Current Reality:

See data reported under C/BT.1 and Exit data reported at CE.3

II. Activities to Achieve Results:

Part B Monitoring of LEAs

III. Evidence of Change/Benchmarks:

Monitoring results indicate eligible children for Part B receive Special Education and related services by their third birthday.

IV. Timelines and Resources:

Yearly Part B Monitoring

V. Explanation and Analysis of Progress (or Slippage):

None at this time.

VI. Proposed Future Activities to Achieve Results:

Continue Part B Monitoring

VII. Proposed Evidence of Change/Benchmarks:

Monitoring results indicate eligible children for Part B receive Special Education and related services by their third birthday.

VIII. Proposed Timelines and Resources:

2003-04 monitoring – Compliance staff

Part C Performance Report Tables

Missouri

State

July 1, 2001 – June 30, 2002

Reporting Period

Table 2
Procedural Safeguards
Complaints, Mediations, and Due Process Hearings
(Add Rows as Needed)

| Activity Identifier (Tracking Number, e.g., 01/02-17) | Date of Receipt in the Division of Special Education | Date Final Copy of Decision Provided to Disputant(s) | Issues (Optional) | Resulting Findings/Decisions (Optional) | As Needed, Corrective Actions to Achieve Compliance (Optional) |
|-------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------|----------------------|-----------------------------------------------|-------------------------------------------------------------------------|
| Complaints | | | | | |
| 0071-01/02 | 1-30-02 | 03-28-02 | IEP & SPED Services | Out of Compliance | 5/9/02 |
| 0117-01/02 | 5-22-02 | Withdrawn | Assistive Technology | Withdrawn | N/A |
| 0130-01/02 | 6-28-02 | 08-26-02 | C to B Transition | In Compliance | N/A |
| | | | | | |
| Mediations | | | | | |
| | | | | | |
| None | | | | | |
| | | | | | |
| | | | | | |
| Due Process Hearings | | | | | |
| 63 | 10/31/01 | Withdrawn 1-11-02 | Unknown | Withdrawn | N/A |
| | | | | | |
| | | | | | |
| | | | | | |

Missouri

State

July 1, 2001 – June 30, 2002

Reporting Period

Table 3

ALL SOURCES OF FUNDING FOR EARLY INTERVENTION SERVICES:
IDENTIFICATION AND COORDINATION OF RESOURCES

Funding Sources and Supports During the Reporting Period

| Sources of Funding | Amount of Funding | In-Kind Contribution | Services and/or Activities Supported by Each Source | Barriers to Accessing Funds | Comments |
|-----------------------|-------------------|----------------------|-----------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Federal Part C | \$6,875,722 | | Training Admin/Direct Services | | Contractual agreements with CFO for billing authorizations, Child data system; SPOEs for public awareness, eligibility determination |
| Federal* (Specify) | | | | | CISP development; Training contractors |
| Title V | Unknown | | | | DHSS Services |
| Part B | \$184,685 | | SEA Central Office Admin | | |
| XIX | \$2,700,000 | | Direct Services | | Estimated amount received by DMH & DHSS |
| State* (Specify) | | | | | |
| G.R. | \$9,807,481 | | Training Admin/Direct Services | | Primarily Direct Services through CFO, SPOE, DMH & DHSS |
| | | | | | |

Contractual Arrangements with CFO for Administrative and direct services (See description under Part C); SPOEs (See description under Part C); DMH direct services; DHSS direct services; Training

*Be sure to include all sources of Federal, State, and/or local programs, including: Maternal & Child Health (Title V), Medicaid, Developmental Disabilities, Head Start, TriCare, Part B, etc.

Funding Sources and Supports During the Reporting Period

| Sources of Funding | Amount of Funding | In-Kind Contribution | Services and/or Activities Supported by Each Source | Barriers to Accessing Funds | Comments |
|--------------------------------------|-------------------|----------------------|-----------------------------------------------------|-----------------------------|----------|
| Local* (Specify) | Unknown | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Private Insurance, Fees | Unknown | | | | |
| Other(s) Non-Federal (Specify) | Unknown | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total Early Intervention Support | \$19,187,011 | | | | |

APPENDIX

MISSOURI IMPROVEMENT PLANNING TIMELINES

Missouri Improvement Planning Timelines

| Timeline | Activity | Groups | Outcome | Method |
|-------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| November | Conference call with OSEP | Pam Williams (Compliance), Kate Numerick (EP), Mary Corey (Data), Debby | Share information with the CIMP states on OSEP expectations for Improvement Planning | Conference call with Representatives of OSEP and all state that had submitted CIMP |
| December 12 -13 | SEAP Panel meeting | DESE, SEAP, GLARRC | Share information with the SEAP Panel on OSEP expectations for Improvement planning; Establish timelines for the improvement planning process; Identify priority areas | OSEP PowerPoint |
| | | | | Review of Mo performance goals Match CIMP findings |
| | | | | Prioritize areas for improvement planning |
| December 16-20 Cancelled by OSEP | Conference Call With OSEP | Pam Williams (Compliance), Kate Numerick (EP), Mary Corey (Data), Debby | Answer State Questions regarding Improvement Planning | Conference call with representatives of OSEP and MO regarding questions in improvement planning |
| January 6-10 (est.) | OSEP Review of Missouri CIMP | OSEP | Identification of Missouri Non- compliance areas | |
| January 7 | Conference call with SICC chairs to discuss meeting | Debby, Jodi, Carol, Sherry, Ann Marie | Determine approach to use with the SICC | Suggest the following areas: <ul style="list-style-type: none"> ▪ Child Find ▪ Provider recruitment ▪ IFSP |
| January 15 | OSEP call with Missouri | Melodie and Debby | Cancelled improvement planning call; notified us that CIMP had been reviewed and we should expect contact in about 4 weeks | |

Missouri Improvement Planning Timelines

| Timeline | Activity | Groups | Outcome | Method |
|-------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January 16 | Improvement planning logistical meeting | Margaret Strecker (Compliance), Kate Numerick, Karen Allan, John Bamberg (EP), Mary Corey (Data), Debby, Carol Daniels, Caesar Dagord (GLARRC) | Identify space and set up needs, timelines, triggering questions | Meeting in house |
| January -February | Data drill Down For Transition and Achievement | Data Section | (See Notes) | |
| January 17 | SICC Meeting Cancelled due to Snow | DESE, SICC | Share information with the SICC on OSEP expectations for Improvement planning; Establish timelines for the improvement planning process; Identify priority areas | OSEP PowerPoint |
| | | | | Review of Mo performance goals Match CIMP findings |
| | | | | Prioritize areas for improvement Planning |
| January 24 & 27 | OSEP Conference call to discuss Part C performance report and correlation with Improvement Planning | OSEP, Mary Corey (Data), Debby Parsons | DESE has the option to extend the March due date to July 1 and can use the performance report format for the submission of the Improvement plan | <ul style="list-style-type: none"> • Make internal decision • Discuss with SICC • Consider waiting until official feedback from OSEP |
| February 6-7 | SEAP mtg | DESE, SEAP | Update on improvement planning and subcommittee work | To be determined by Panel |

Missouri Improvement Planning Timelines

| Timeline | Activity | Groups | Outcome | Method |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| March 4 | OSEP Conference call to discuss Part C performance report and correlation with Improvement Planning | OSEP, Mary Corey (Data), Debby Parsons, Pam Williams | Performance report not cleared by OMB. July timeframe for submission. SICC can sign off or do a separate report. Must be sent together. | Discuss at March SICC meeting. |
| March 12 | SICC mtg | DESE, SICC | Update on improvement planning and subcommittee work | Presentation regarding Improvement Planning to SICC |
| March 20, 2003 | OSEP Notify the findings of their review of CIMP | DESE - Compliance, OSEP | Negotiate with OSEP on the development, implementation and timelines for correction of any noncompliance areas Plan to be included with July 1 submission Inform the state of the OSEP levels of involvement | Written report sent to DESE |
| April 3-4 | SEAP mtg | DESE, SEAP | Review final monitoring report | Presentation to panel |
| April 7-8 (Achievement) April 9-10 (Transition) | Improvement planning Subcommittee meetings on priority area for Part B | DESE, GLARRC | Develop improvement strategies | GLARRC process to determine root causes |
| April 28-29 (Achievement) May 1-2 (Transition) | Draft content for improvement plan | DESE, Subcommittees, GLARRC | Development of Improvement plan | GLARRC process to determine strategies |
| April 21 | Improvement planning meeting | Karen, John, Pam, Mary, Stacey | Staff assignments | Internal meeting |
| April 30 | Improvement planning meeting | Karen, John, Pam, Mary, Stacey GLARRC | Determine final format | Finalize process |

Missouri Improvement Planning Timelines

| Timeline | Activity | Groups | Outcome | Method |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| May | Develop draft Transition – John Achievement – Karen Part C – Stacey Data Support – Mary Compliance B & C – Pam | DESE, Subcommittees, GLARRC | Development of Improvement plan | Internal work group with GLARRC |
| May 9 | SICC mtg | DESE, SICC | Update on improvement planning and subcommittee work | Discuss monitoring report |
| June | Write final draft | DESE, Subcommittees, GLARRC | Development of Improvement plan | Internal work group with GLARRC |
| June 23 | Conduct meeting with members of the redesign committee for Part C | DESE, SICC, GLARRC, Former Redesign members | Discuss, pros, cons and monitoring findings and status of previous redesign recommendations | 1 day meeting facilitated by GLARRC |
| June 26-27 | SEAP mtg | DESE, SEAP | Review final improvement plan draft | SEAP meeting |
| July 1 | <ul style="list-style-type: none"> MO Improvement plan completed B & C Development of Improvement plan for non compliance items B & C | DESE, Compliance, OSEP | <ul style="list-style-type: none"> Submit Missouri Improvement Plan to OSEP Submit Non- compliance Improvement Plan | Electronic and hardcopy |
| July 11 | SICC meeting | DESE, SICC | Final approval of Improvement Plan | SICC meeting |
| July 2003 – July 2004 | Periodic reports to OSEP | DESE | Document progress of Improvement Plan | To be determined by OSEP |
| July 2003 – July 2004 | Periodic reports to SEAP, SICC | DESE | Document progress of Improvement Plan | Advisory panel meetings and WEB |

IMPROVEMENT PLANNING ROLES

Improvement Planning Roles

Role of Advisory Panel

- Identify priorities based on the CIMP
- Provide suggestions for committee members
- Assign 2-3 Panel members to participate in the subcommittees
- Assigned panel members are the liaisons to report to panel
- Receive updates and provide feedback at Panel meetings on the development of the Improvement Plan
- Review and provide feedback on the Plan prior to OSEP submission
- Panel will develop a statement regarding their position on the Improvement Plan
- Receive updates at Panel meetings on progress of Improvement Plan

Role of DESE

- Design the content of the Subcommittee meetings based on the assigned priorities
- Collaborate with other DESE division on school improvement initiatives
- Recommend members for the Subcommittees
- Invite participants for Subcommittees
- Drill down on data for the Subcommittee meetings
- Participate in Subcommittee meetings
- Write the Improvement Plan based on the outcomes of the Subcommittee
- Receive feedback at Panel meetings on progress of developing Improvement Plan
- Complete the required OSEP reports on progress in Improvement Plan
- Receive feedback at Panel meetings on progress of the implementation of the Improvement Plan
- Develop and maintain a section of the Division Web page for the Improvement Plan and activities

Role of Subcommittee

- Review CIMP data that has been drilled down by DESE
- Participate in a 2 day meeting to develop the root cause for lack of improvement in Achievement and Transition
- Participate in a 2 day meeting to develop improvement strategies to address the root causes
- Review written drafts via e-mail (if needed)
- Participate in a conference call regarding written drafts (if needed)

IMPROVEMENT PLANNING SUBCOMMITTEES

Improvement Planning Subcommittees

| | Elementary Achievement | Secondary Transition | Part C** |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parent/ Advocate | Angie Grant, West Plains *Deana O'Brien, California *Eric Remelius, Columbia | Alene Woodruff, Poplar Bluff *Cathy Meyer, St. Louis | *Joan Harter, Springfield *Ann Marie Wells, Higginsville |
| LEA Administrator • Special Education • Curriculum | Sherry Rush, Center Chris Niemoller, House Springs Pat Ewing, Rockwood Karen Karnes, St. Joseph | Beth Wood, North Kansas City | |
| Teacher • Special Ed • General Ed • WEC • VRE | Margilee Le Borde, Fulton Joy Waddell, St. Louis Susan Long, Independence | Rosemary Wood, Columbia Judy Williams, Kansas City Janis Van Sickle, Macon | |
| Stakeholder • Higher ED • Corrections • Independent Living • VR • Part C providers | *Steve Viola, St. Louis | *Lynda Roberts, Jefferson City Joe Matovu, Kansas City Robyn Smith, Rolla | *Ann Haffner, St. Louis Cheryl Culbertson- Turner, Kansas City Cathy Dalton, Kansas City *Sherry Hailey, Springfield *Valerie Lane, Sedalia *Susan Allen, Kirkwood |
| DESE Staff | Karen Allan | John Bamberg | Stacey Is mail Pam Williams |

*Denotes Panel member of the SEAP or SICC

** Review committee

ELEMENTARY ACHIEVEMENT PART B

ELEMENTARY ACHIEVEMENT DATA

Special Education Improvement Planning

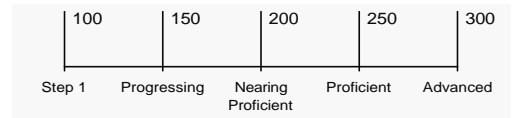
Elementary Achievement Subcommittee
April 7-8, 2003

Index Scores on MAP

Index = Ranges from 100 to 300 and is a weighted average of performance for all students in a group = (Advanced % × 300) + (Proficient % × 250) + (Nearing Proficient % × 200) + (Progressing % × 150) + (Step 1 % × 100)

WHERE

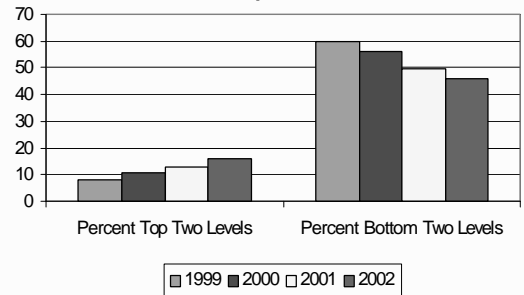
Advanced, Proficient, Nearing Proficient, Progressing or Step 1 % = (Number of students in the respective achievement level ÷ Reportable) and the number reportable = total number of students earning a score in the five achievement levels



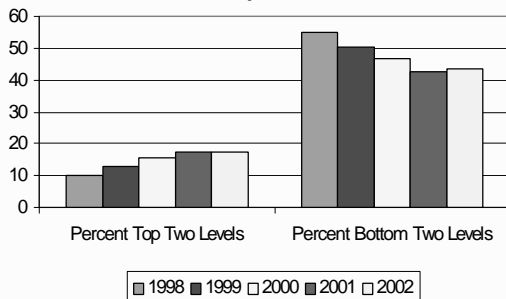
Example MAP Index Calculation

| Year 1 | | Number of Students | Percent of Students | Multiplier | Product | |
|--------------------|----------|--------------------|---------------------|------------|---------|-------|
| Advanced | Top 2 | 3 | 15.0% | 300 | 45.0 | |
| Proficient | | 6 | 30.0% | 250 | 75.0 | |
| Nearing Proficient | Bottom 2 | 4 | 20.0% | 200 | 40.0 | |
| Progressing | | 5 | 25.0% | 150 | 37.5 | |
| Step 1 | | 2 | 10.0% | 100 | 10.0 | |
| Total (Reportable) | | 20 | 100.0% | | 207.5 | Index |
| | | | | | | |
| Year 2 | | Number of Students | Percent of Students | Multiplier | Product | |
| Advanced | Top 2 | 5 | 25.0% | 300 | 75.0 | |
| Proficient | | 4 | 20.0% | 250 | 50.0 | |
| Nearing Proficient | Bottom 2 | 4 | 20.0% | 200 | 40.0 | |
| Progressing | | 7 | 35.0% | 150 | 52.5 | |
| Step 1 | | 0 | 0.0% | 100 | 0.0 | |
| Total (Reportable) | | 20 | 100.0% | | 217.5 | Index |

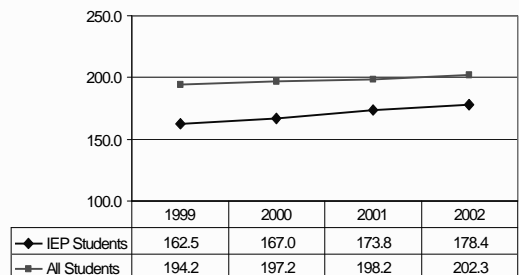
MAP Communication Arts - Grade 3
IEP Percents in Top and Bottom Levels



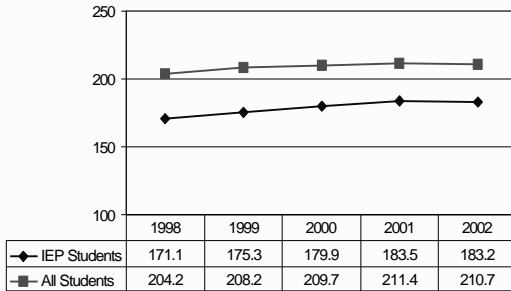
MAP Mathematics - Grade 4
IEP Percents in Top and Bottom Levels



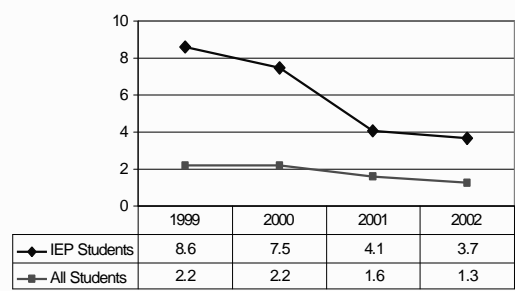
MAP Communication Arts - Grade 3
Index - IEP and All Students



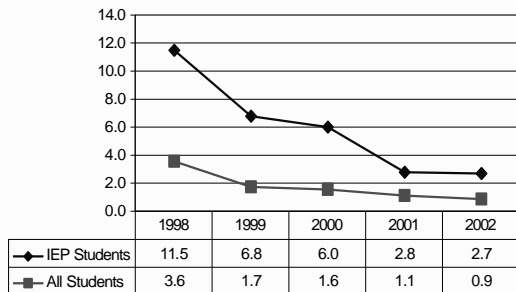
**MAP Mathematics - Grade 4
Index - IEP and All Students**



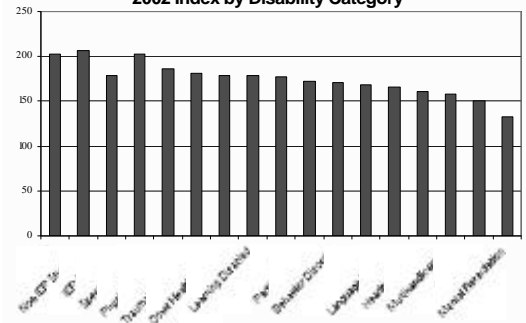
**MAP Communication Arts - Grade 3
Level Not Determined Percent - IEP and All Students**



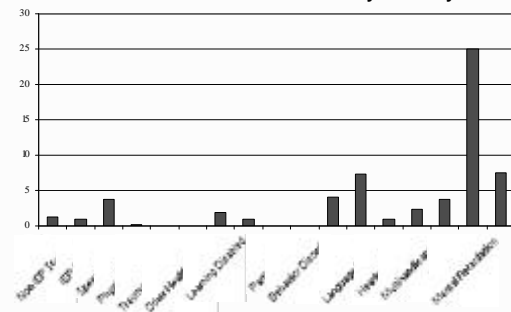
**MAP Mathematics - Grade 4
Level Not Determined Percent - IEP and All Students**



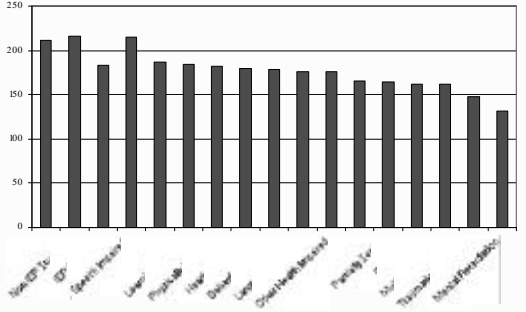
**MAP Communication Arts - Grade 3
2002 Index by Disability Category**



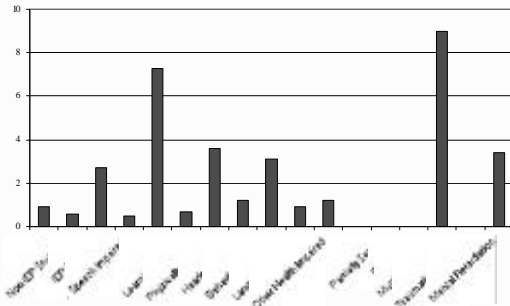
**MAP Communication Arts - Grade 3
2002 Level Not Determined Percent by Disability**



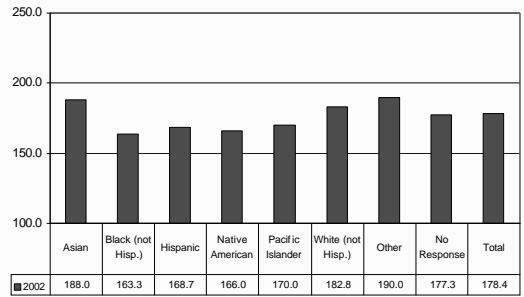
**MAP Mathematics - Grade 4
2002 Index by Disability Category**



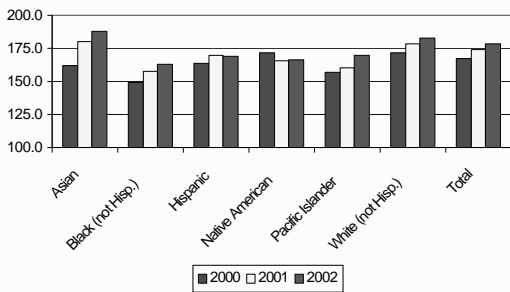
MAP Mathematics - Grade 4
2002 Level Not Determined Percent by Disability



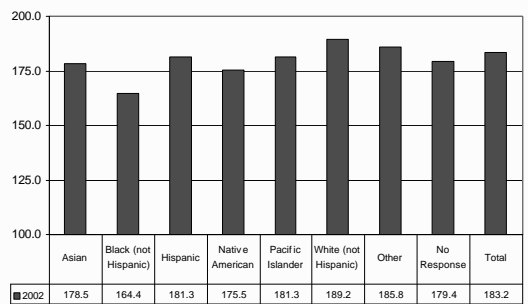
MAP Communication Arts - Grade 3
2002 IEP Index by Race



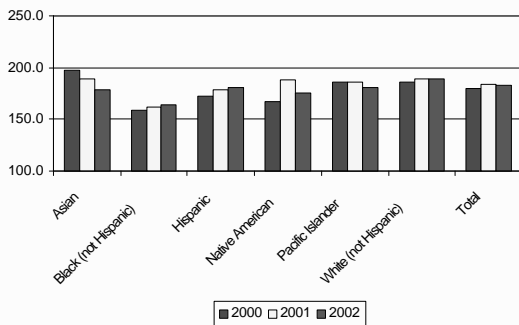
MAP Communication Arts - 3rd Grade
IEP Index Trends by Race



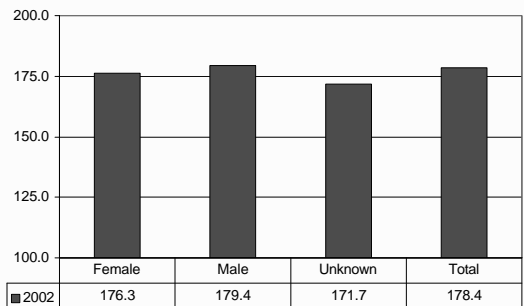
MAP Mathematics - Grade 4
2002 IEP Index by Race



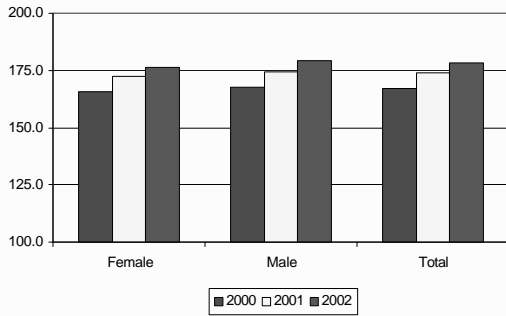
MAP Mathematics - Grade 4
IEP Index Trends by Race



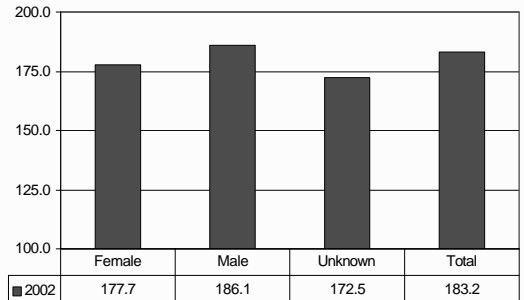
MAP Communication Arts - Grade 3
2002 IEP Index by Gender



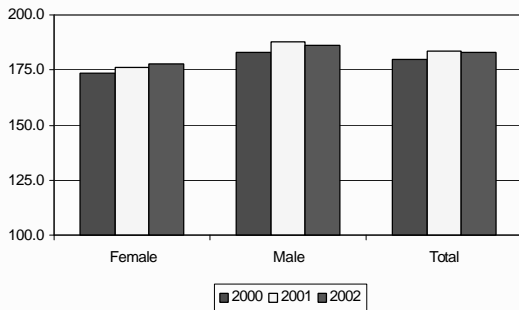
**MAP Communication Arts - Grade 3
IEP Index Trends by Gender**



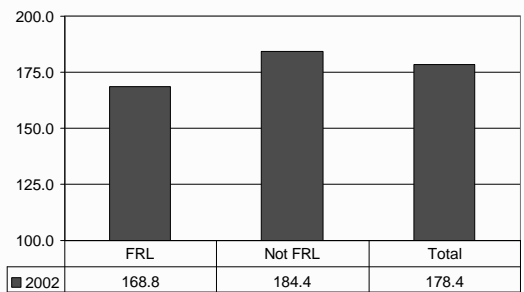
**MAP Mathematics - Grade 4
2002 Index by Gender**



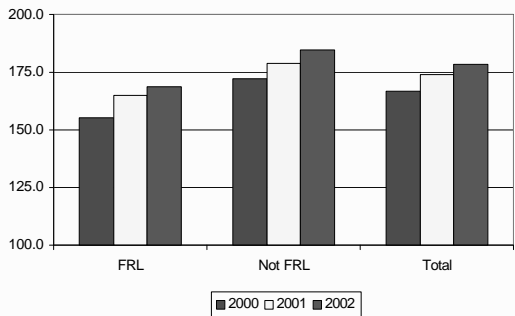
**MAP Mathematics - Grade 4
IEP Index Trends by Gender**



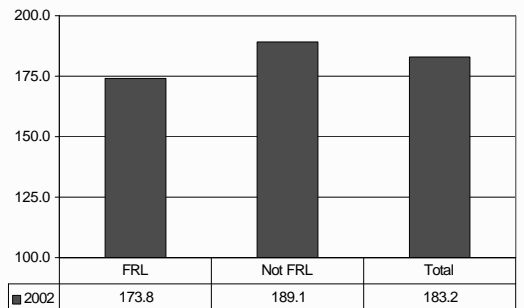
**MAP Communication Arts - Grade 3
2002 IEP Index by Free/Reduced Lunch Status**



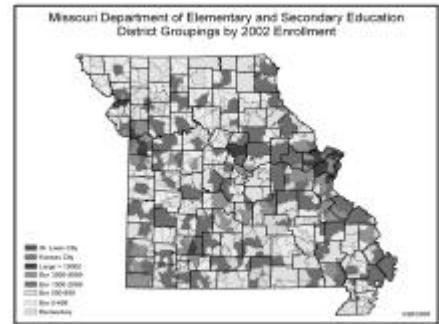
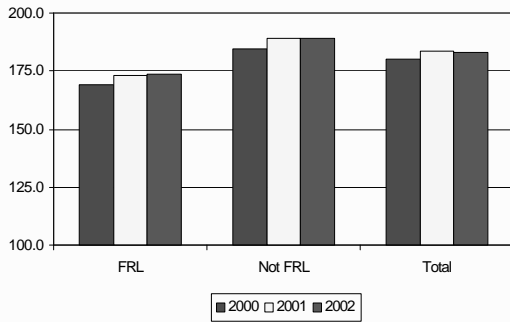
**MAP Communication Arts - Grade 3
IEP Index Trends by Free/Reduced Lunch Status**



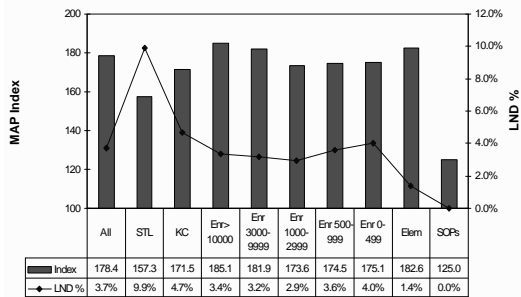
**MAP Mathematics - Grade 4
2002 IEP Index by Free/Reduced Lunch Status**



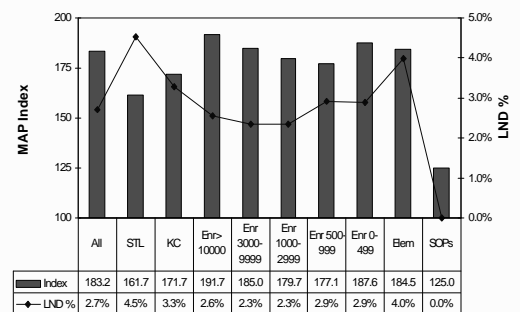
MAP Mathematics - Grade 4
IEP Index Trends by Free/Reduced Lunch Status



MAP Communication Arts - Grade 3
2002 IEP Index and Level Not Determined



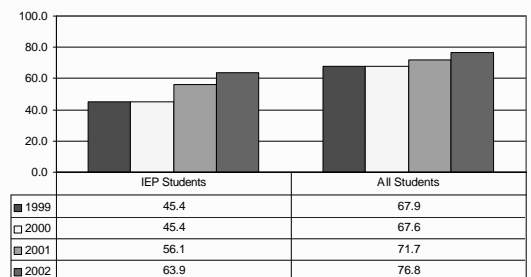
MAP Mathematics - Grade 4
2002 IEP Index and Level Not Determined



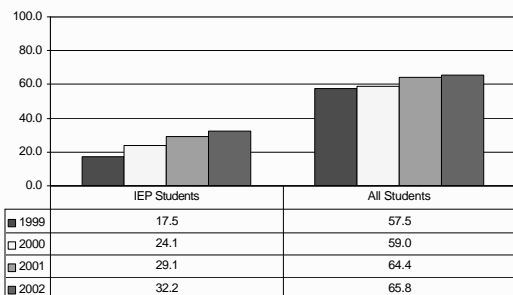
MAP Reading

- Reading scores derived from a subset of items from the Communication Arts exam
- Three achievement levels
 - Unsatisfactory
 - Satisfactory (at grade level)
 - Proficient
- Reading Index = $(\% \text{ Unsatisfactory} * 100) + (\% \text{ Satisfactory} * 200) + (\% \text{ Proficient} * 300)$

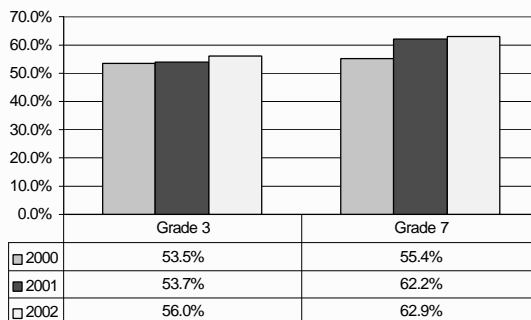
MAP Reading - Grade 3
Percent Satisfactory and Above for IEP and All Students



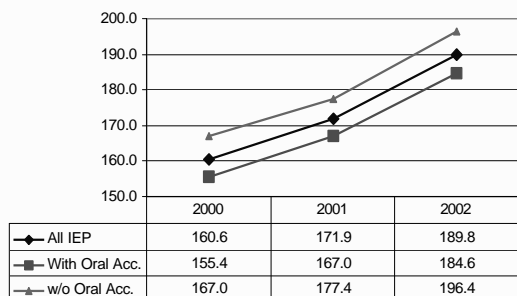
MAP Reading - Grade 7 Percent Satisfactory and Above for IEP and All Students



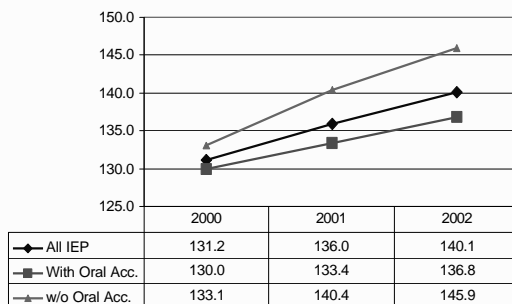
Percent of IEP Students with Oral Accommodations on the Communication Arts/Reading Exam



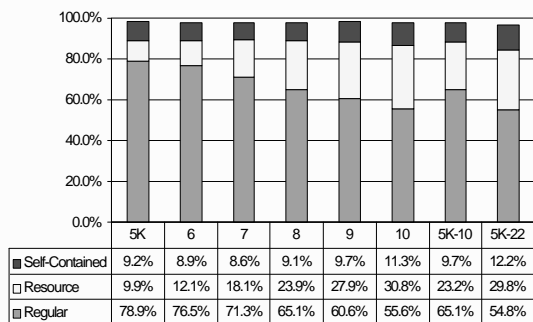
MAP Reading - Grade 3 IEP Index by Use of Oral Accommodations



Map Reading - Grade 7 IEP Index by Use of Oral Accommodations



Special Education Placements by Age



Missouri Reading Initiative (MRI) Three-year Program

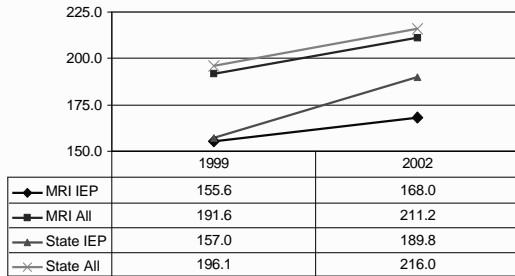
MRI Schools 99-00 through 01-02

- "Pre" data: MAP 1999
- "Post" data: MAP 2002
- 13 schools had pre and post data for IEP and All Students
- IEP Index: 8 schools increased or stayed the same, 5 decreased
- All Index: 10 schools increased or stayed the same, 3 decreased

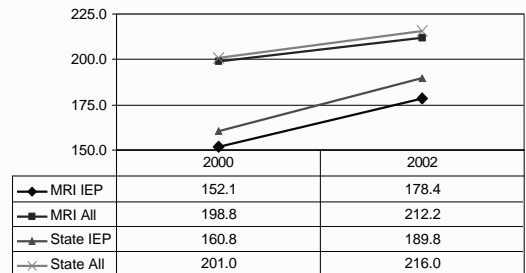
MRI Schools 00-01 through 02-03

- "Pre" data: MAP 2000
- "Post" data: MAP 2002
- 17 schools had pre and post data for IEP and All Students
- IEP Index: 14 schools increased or stayed the same, 3 decreased
- All Index: 12 schools increased or stayed the same, 5 decreased

MAP Reading Index - Grade 3
MRI Schools for IEP and All Students
 (13 MRI Schools 99-00 through 01-02)



MAP Reading Index - Grade 3
MRI Schools for IEP and All Students
 (17 MRI Schools 00-01 through 02-03)



Monitoring Data – FY2002

- Percent of children with disabilities in grade 3 who are proficient readers increases – 59 of 99, 59.60% of agencies non-compliant
- Percentage of children with disabilities in grade 3 who have the MAP-CA read to them decreases – 51 of 96, 53.13% of agencies non-compliant
- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in CA-3 – 57 of 96, 59.38% of agencies non-compliant

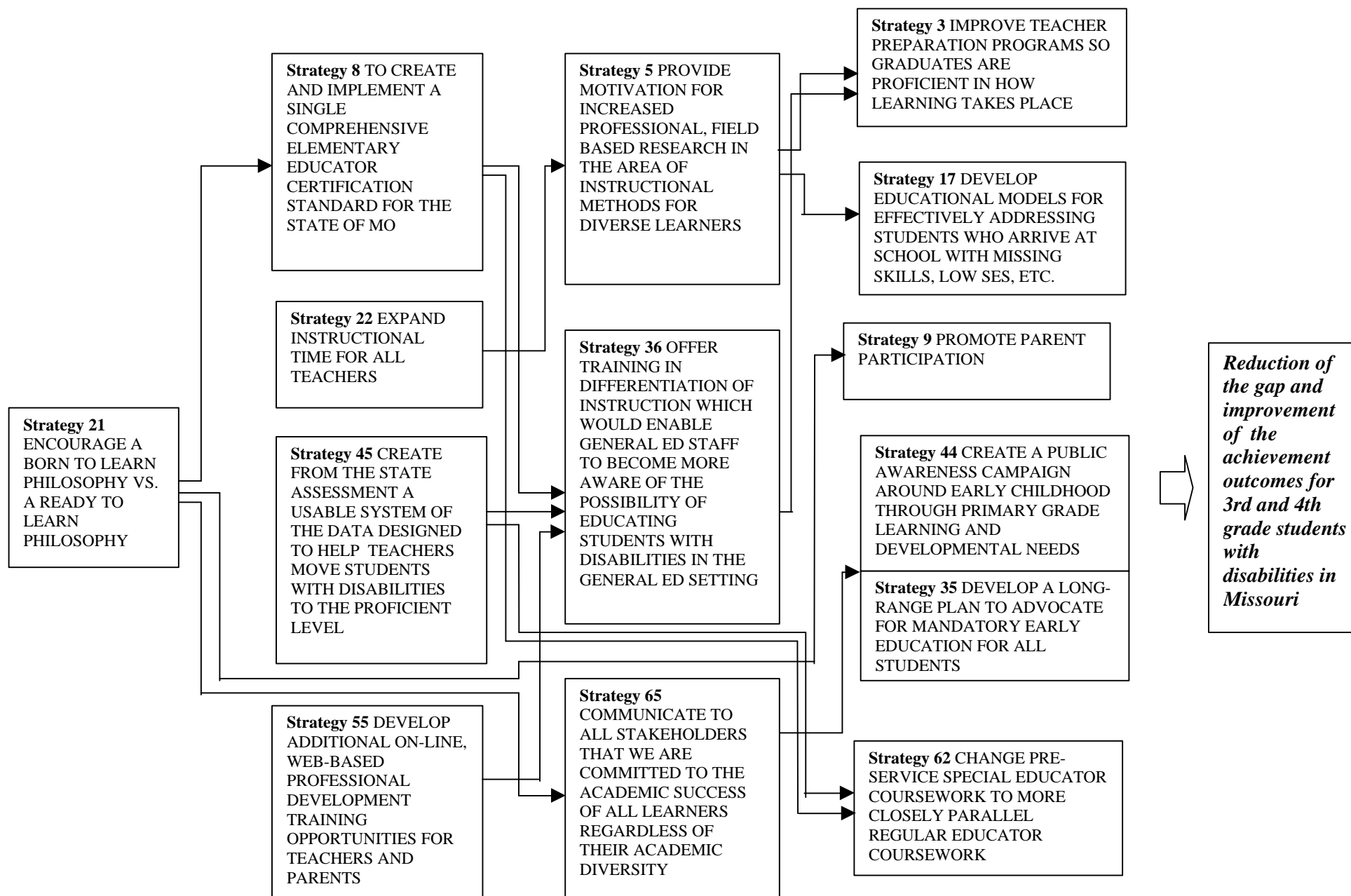
Monitoring Data – FY2002

- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in Math-4 – 43 of 99, 43.43% of agencies non-compliant
- Percentage of children with disabilities scoring at the Step 1 and Progressing achievement levels decreases in CA-3 – 51 of 96, 53.13% of agencies non-compliant
- Percentage of children with disabilities scoring at the Step 1 and Progressing achievement levels decreases in Math-4 – 37 of 99, 37.37% of agencies non-compliant

ELEMENTARY ACHIEVEMENT INFLUENCE MAP

Figure 1- Strategies MO Increasing Achievement by Grades 3 & 4

Triggering Question: What are the strategies, which if adopted and implemented by DESE, will address the identified system of root causes/ barriers and will help further reduce the gap and continue to improve the achievement outcomes for 3rd and 4th grade students with disabilities in Missouri?



POST-SECONDARY OUTCOMES

PART B

POST-SECONDARY OUTCOMES DATA

Special Education Improvement Planning

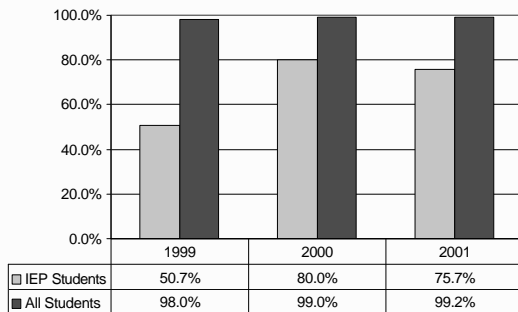
Secondary Transition Subcommittee
April 9-10, 2003

Post-Graduation Follow-up Reporting Categories

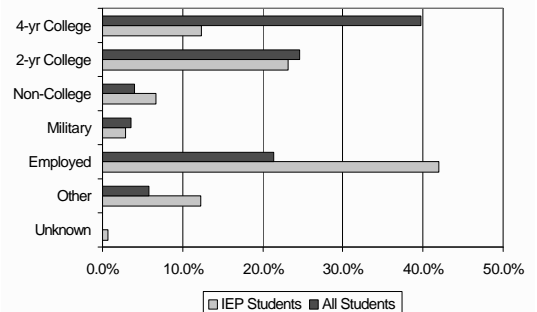
(Reported 6 months after graduation)

- 4-year college
- 2-year college
- Non-college – Graduates attending non-college credit post-secondary school
- Military
- Employed
- Other – Graduates not included in specified categories
- Unknown – Graduates who could not be located and/or did not respond to survey (new in 2003)

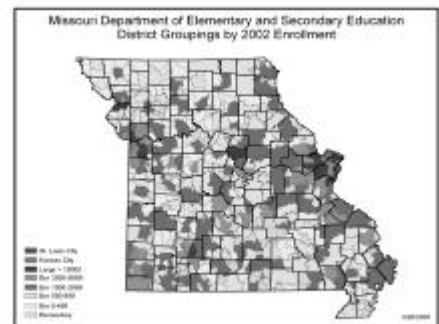
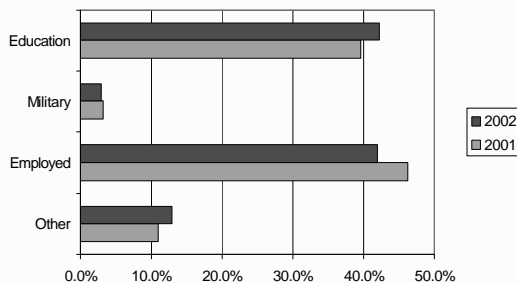
Percent of Graduates with Follow-up Reported

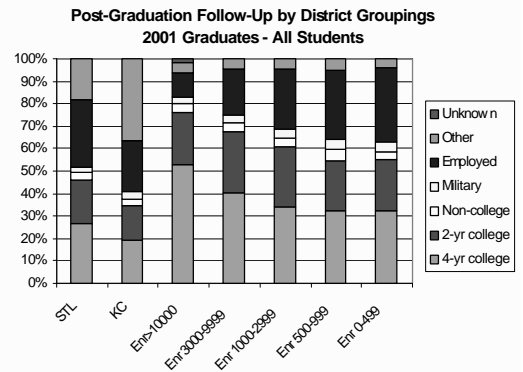
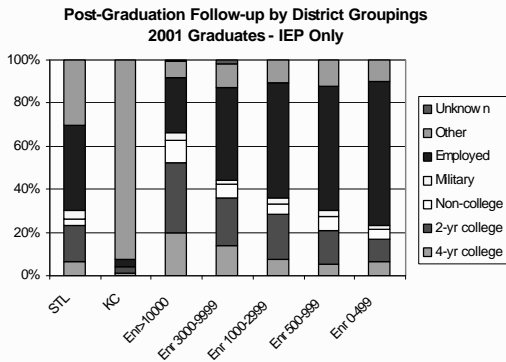


Post-Graduation Follow-up
2001 Graduates - IEP and All Students



Post-Graduation Follow-up Data
IEP Students by Year





Graduation and Dropout Categories

Only diploma recipients are considered
“Graduates.”

“Dropouts” include the following categories:

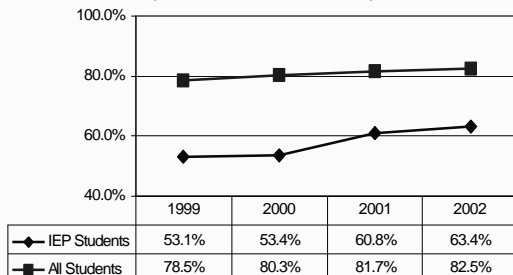
1. Received Certificates of Attendance
2. Reached Maximum Age
3. Moved, Not Known to be Continuing
4. Dropped Out

Calculating Graduation and Dropout Rates

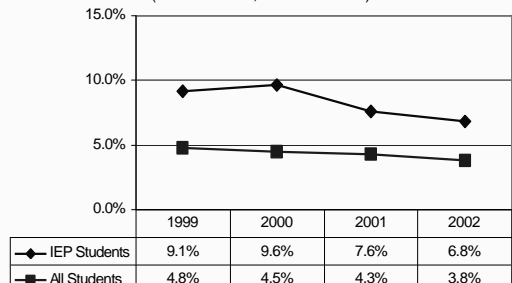
(generally excludes DOC and DYS)

- Graduation Rate (IEP) = 2002 Graduates / (2002 Graduates + 2002 Dropouts)
- Graduation Rate (All) = 2002 Graduates / (2002 Graduates + Cohort Dropouts)
- Dropout Rate (IEP) = 2002 Dropouts / 2002 14-22 Special Education Child Count
- Dropout Rate (All) = 2002 Dropouts / 2002 Average Enrollment

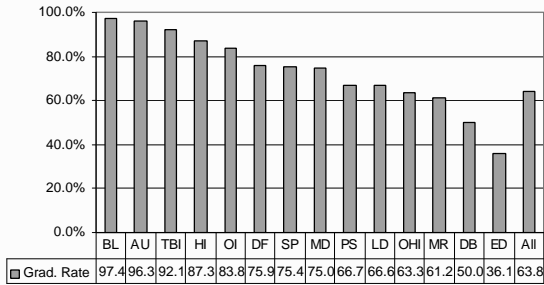
Graduation Rates for IEP and All Students
(Excludes DOC, DYS and SOPs)



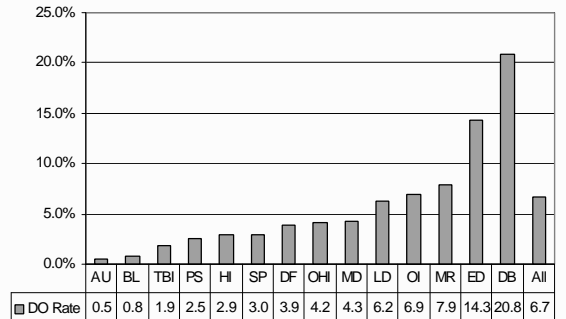
Dropout Rates for IEP and All Students
(Excludes DOC, DYS and SOPs)



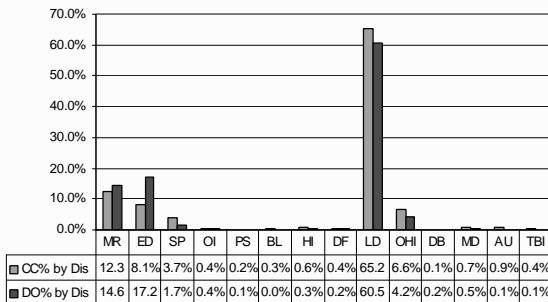
**Graduation Rates by Disability Category
2002 IEP Students**



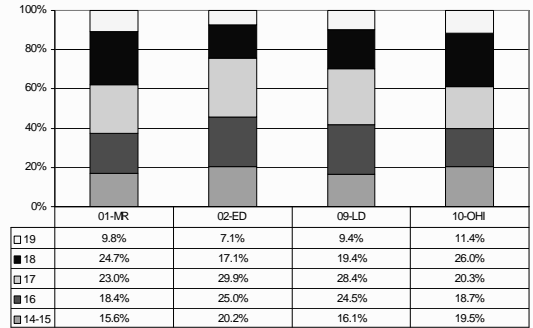
**Dropout Rates by Disability Category
2002 IEP Students**



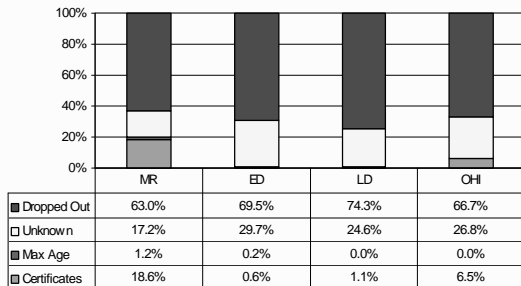
**Child Count and Dropout Percents
2002 IEP Students by Disability Category**



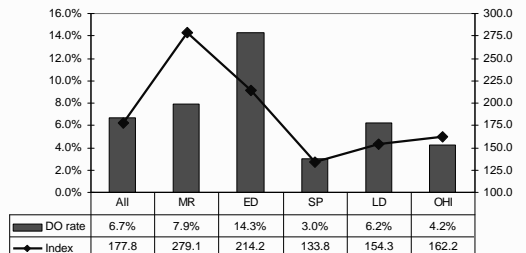
**Dropout Percentages
2002 IEP Students by Age**



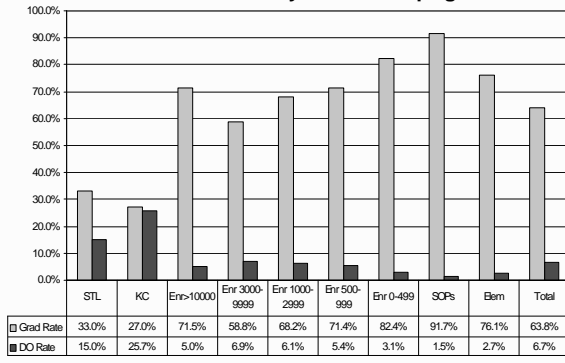
**Dropout Percentages
2002 IEP Drop Out Categories by Disability**



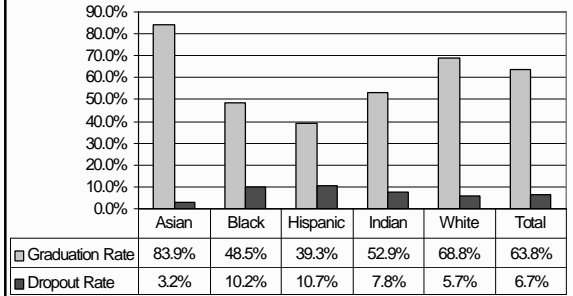
**Dropout Rate and Placement "Index"
2002 IEP Students by Disability**
(higher Index indicates more restrictive placements)



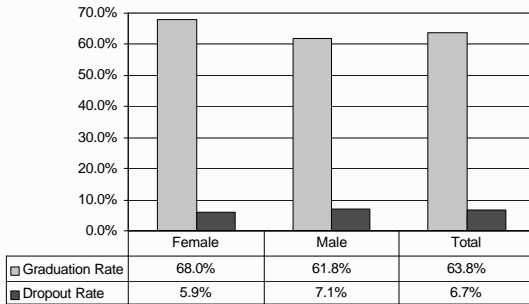
**Graduation and Dropout Rates
2002 IEP Students by District Groupings**



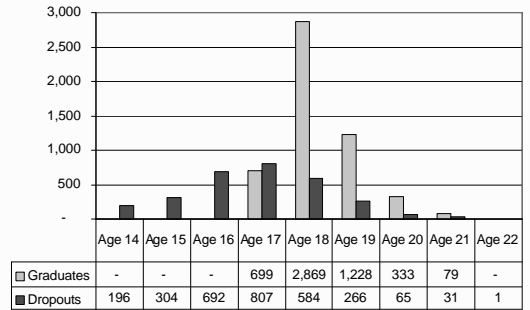
**Graduation and Dropout Rates
2002 IEP Students by Race**



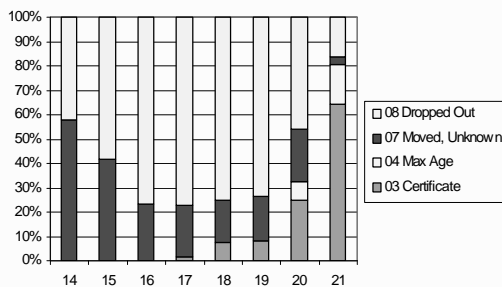
**Graduation and Dropout Rates
2002 IEP Students by Gender**



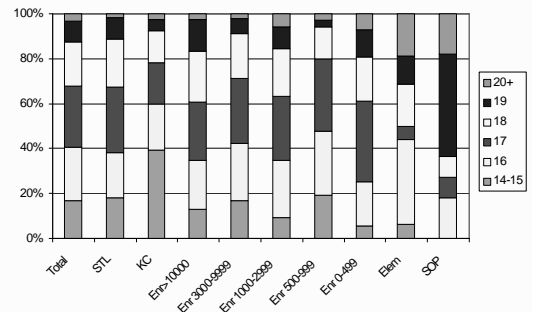
**Graduate and Dropout Counts
2002 IEP Students by Age**



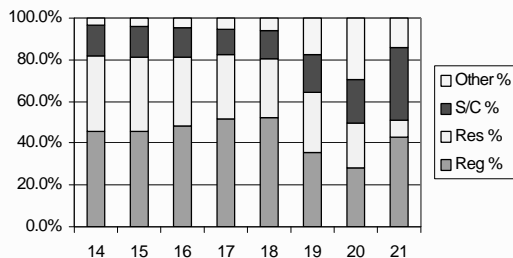
**Dropout Category Counts
2002 IEP Students by Age**



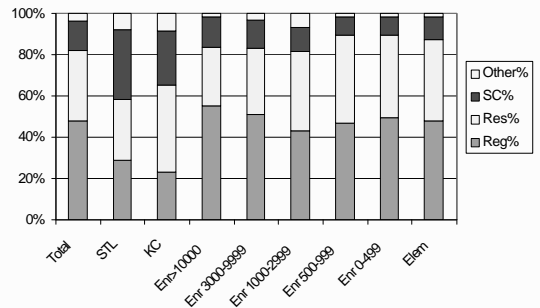
**Dropout Percentages
2002 IEP Students by Age by District Grouping**



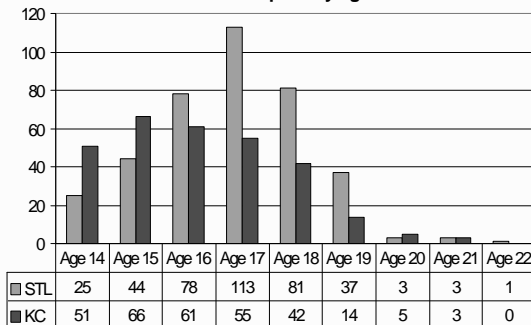
**Special Education Placement Percentages
2002 IEP Students by Age**



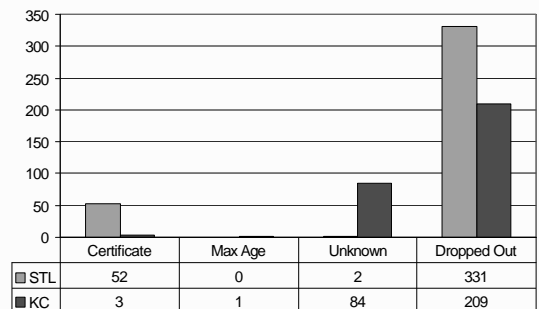
**Placements by District Groupings
2002 14-22 Child Count**



**St. Louis City and Kansas City
2002 IEP Dropouts by Age**



**St. Louis City and Kansas City
2002 IEP Dropouts by Category**



Monitoring Data – FY2002

- Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities – 33 of 89, 37.08% of agencies non-compliant
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation will increase or be maintained at a high level – 18 of 71, 25.35% of agencies non-compliant
- The district identifies and makes available a variety of appropriate community work opportunities for children with disabilities – 1 of 89, 1.12% of agencies non-compliant

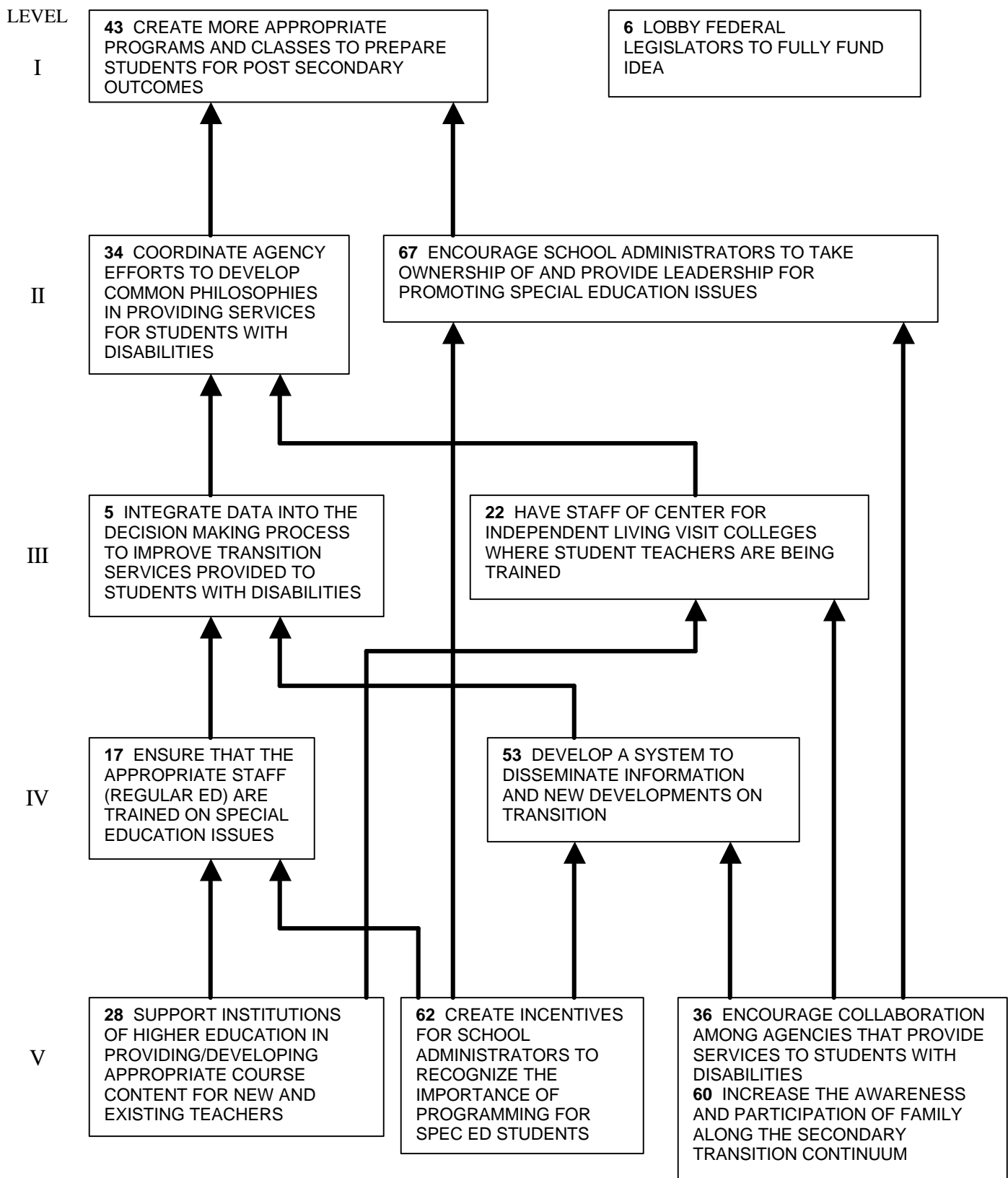
Monitoring Data – FY2002

- Children with disabilities, beginning at age 14, have IEPs that focus on a course of study related to transition objectives – 21 of 93, 22.58% of agencies non-compliant
- Children with disabilities, beginning at age 16, have IEPs that coordinate instruction (including related services), community and employment experiences, adult living objectives, and linkages with other service providers or agencies as determined appropriate to meet the post-secondary goals of the student – 15 of 89, 16.85% of agencies non-compliant

POST-SECONDARY OUTCOMES INFLUENCE MAP

Figure 1 - - Influence Pattern of Strategies

Triggering Question: What are strategies, which if adopted and implemented by DESE, will address the identified system of root causes/barriers and will help improve Missouri's post secondary outcomes for students?



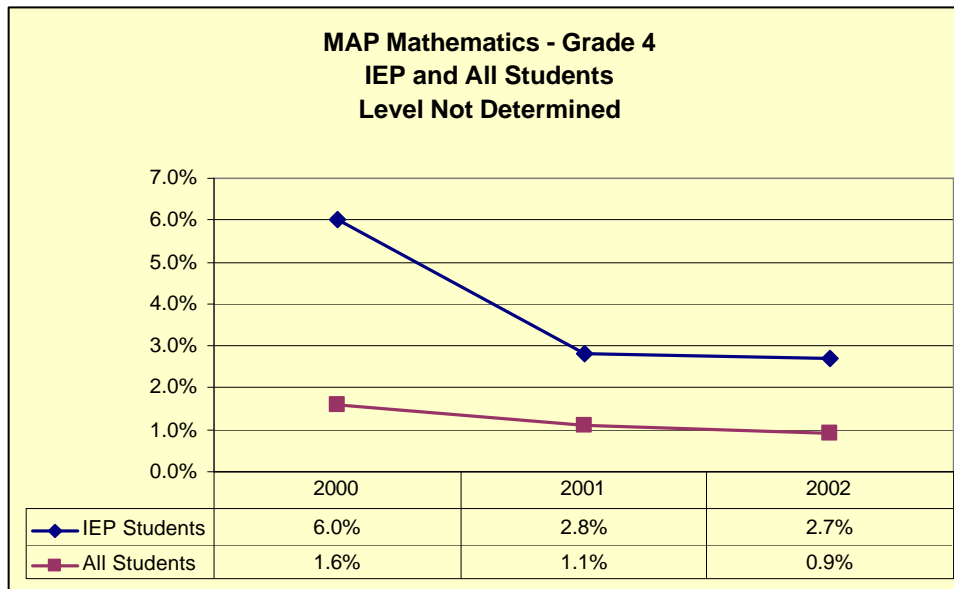
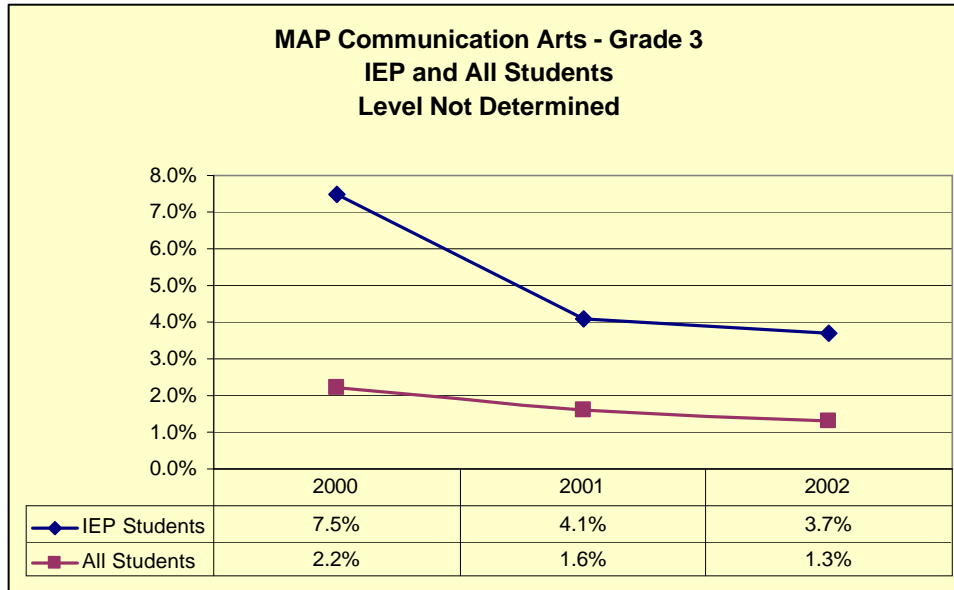
**ADDITIONAL DATA REVIEWED BY
THE SEAP IMPROVEMENT
PLANNING COMMITTEE**

ADDITIONAL DATA REVIEWED BY THE SEAP IMPROVEMENT PLANNING COMMITTEE

Missouri Assessment Program (MAP) Participation:

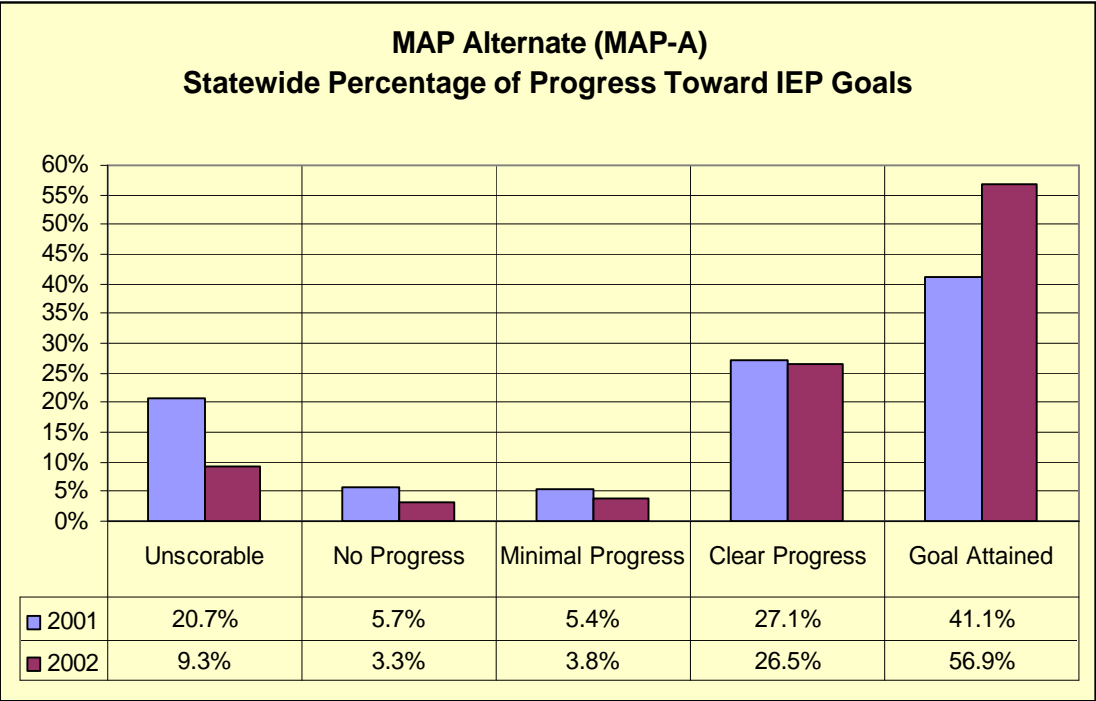
- Annual Statewide Communication Arts and Mathematics - Level Not Determined

The Level Not Determined is the number of students who did not achieve a score on the MAP. The Level Not Determined includes no shows, sick, MAP-A eligible, cheated, and no valid attempt.



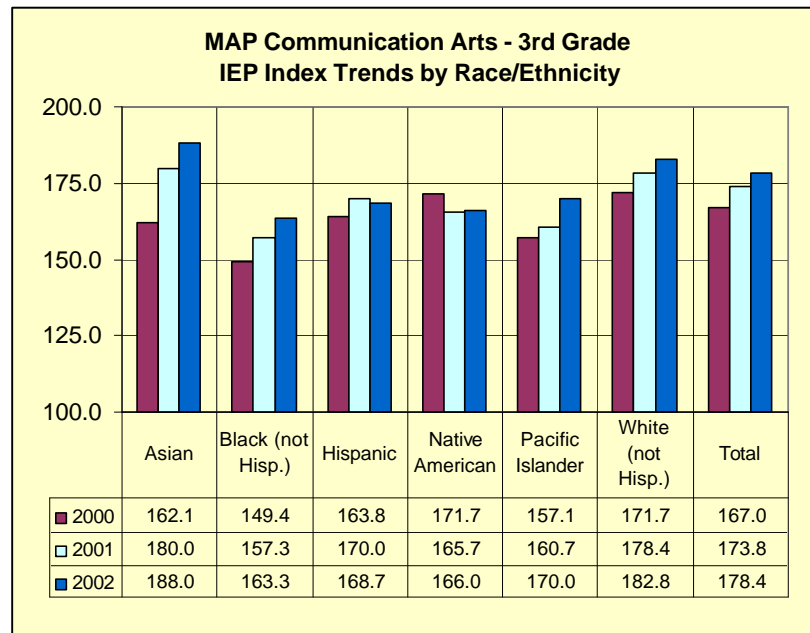
Missouri Assessment Program Alternate (MAP-A) Results:

- Annual Statewide Progress Towards IEP Goals (Goals include, but are not limited to Communication Arts and Mathematics)

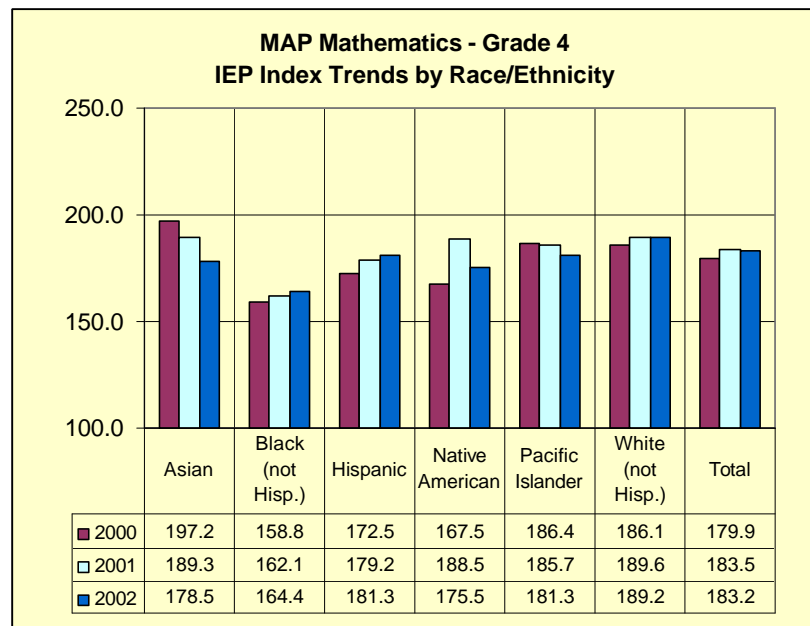


Missouri Assessment Program (MAP) Communication Arts and Mathematics Achievement by Race/Ethnicity:

- Annual Statewide Communication Arts Achievement Trends of IEP Students by Race/Ethnicity - Indices

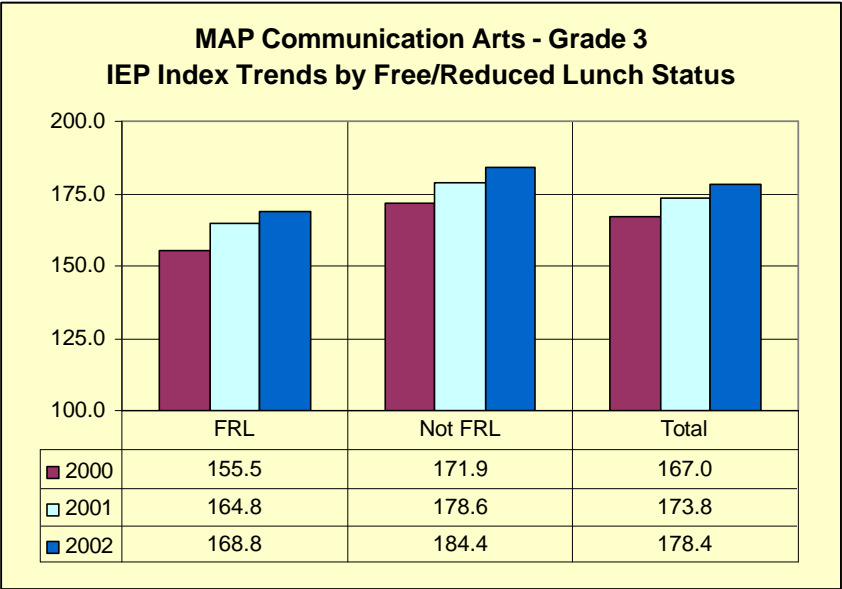


- Annual Statewide Mathematics Achievement Trends of IEP Students by Race/Ethnicity – Indices

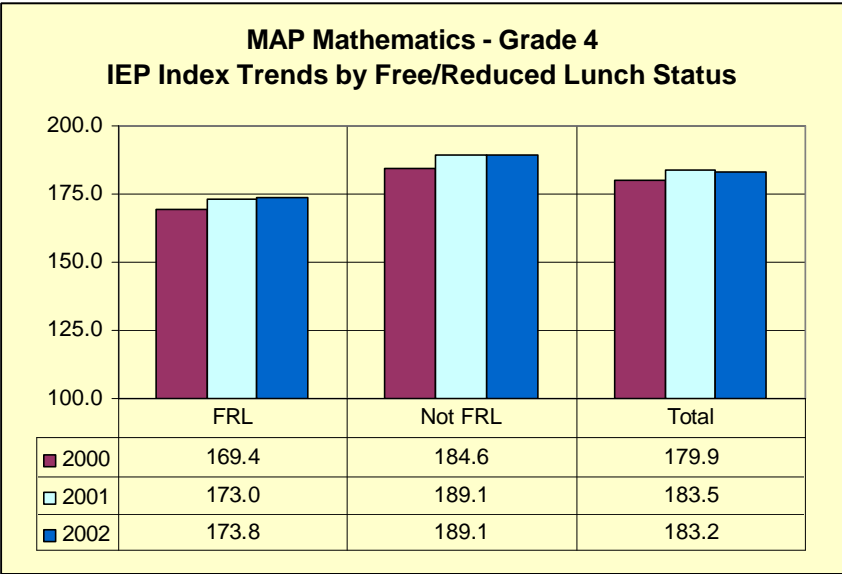


Missouri Assessment Program (MAP) Communication Arts and Mathematics by Free/Reduced Lunch Status:

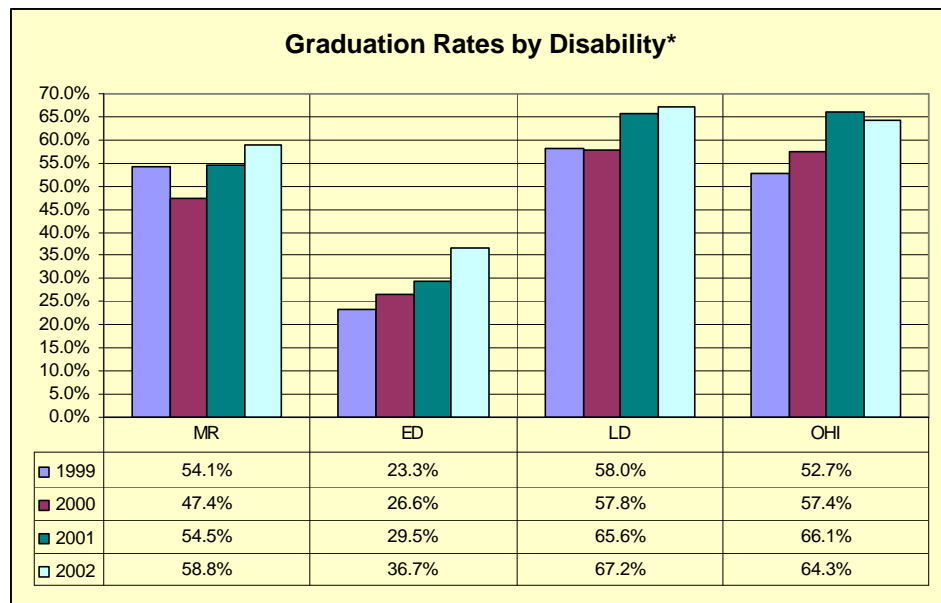
- Annual Statewide Communication Arts Achievement Trends by Free/Reduced Lunch Status - Indices



- Annual Statewide Mathematics Achievement Trends by Free/Reduced Lunch Status - Indices

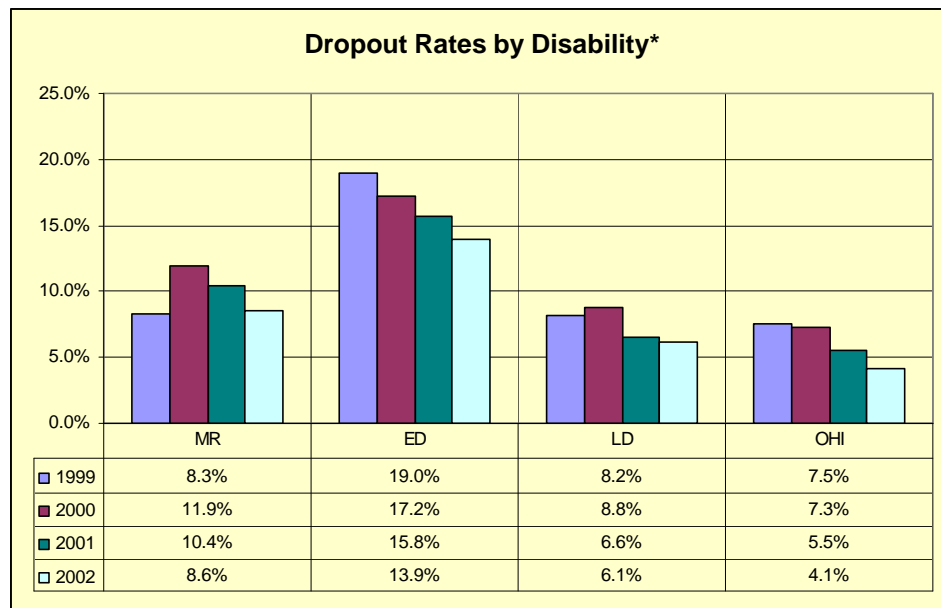


- Graduation Rates by Disability



*The four highest incidence disabilities are depicted and represent the most likely areas to impact graduation rates.

- Dropout Rates by Disability



*The four highest incidence disabilities are depicted and represent the most likely areas to impact dropout rates.